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## The School Community of the Future.

### The Alien Element in It.

Among the more recent objections that have been raised against the efforts toward making the school the social center of an organized school community is one that deserves particular consideration because it contains a large element of truth. It is to the effect that while the proposed extension of the school's activity and influence is most desirable, the plan can be worked successfully only where the principles of our democratic institutions are most thoroly believed in and where common American ideals are the inspirational forces. The discussions following the assassination of the late president are most likely responsible for the ready acceptance of the objection by many school men. However, it merely reveals a superficial view of the situation. As the common school has proved itself to be the most efficient agency for Americanizing children of foreigners, so it will reveal, when once given the opportunity, its still greater, tho as yet untried power, for bringing the adult population, immigrated and native, under the sway of our national institutions and ideals.

What may and ought to be done in every community is to regulate admission to citizenship in an intelligent way. The present procedure is utterly unfit, especially shortly before and during election time. What can be most effectually done under the school community plan may, with considerable success, be inaugurated now. The suggested How will furnish an answer to the critics who are afraid of the failure of the school community because of the constant influx of foreigners.

To begin with no one should be admitted to citizenship who cannot prove satisfactorily that he is fit to be invested with its great privileges. His ability to speak English has nothing to do with this question. He ought to know what rights and duties he is invested with in receiving citizenship. Instruction in this particular department ought to be furnished free in every common school to every one who is in need of it or desirous of it. When a person presents himself for citizenship—bear in mind that this applies to both foreign and native born—he should be examined by a special officer as to his fitness. If he lacks understanding he should be told to present himself at some later time for another examination; that he cannot receive the right to vote until he has given satisfactory evidence of ability to exercise this right in a way that shall reveal at least an elementary appreciation of the fundamental principles of the constitution of the United States. As long as the people do not supply instruction in citizenship both to the children in the schools and the adults without, this educational requirement cannot justly be insisted upon; but once the schools supply this need the matter of getting applicants for citizenship ready for examination will not be difficult to handle.

Now as to proper initiation in citizenship. Lodges and churches realize full well the importance of making initiation impressive by dignified ceremony. The same idea ought to be applied when the right hand of fellowship is extended to a new voter. In the school community of the future there will be one day each year when attested candidates will be introduced to full active membership, which means American citizenship.

The occasion will be a festal one, revealing in an impressive manner the solemnity of the oath of allegiance, and the magnitude of the privileges transmitted in the admission to participation in the government of our republic. As long as the school community remains unorganized, this plan can be carried out only in a modified form. Even that is better than anything which is being done at present. How much greater then will be the good that the organization of the school community will produce over any present efforts for making citizenship mean more and for bringing all elements in society under the influence of American institutions. This is so evident that doubt of the efficiency of the school community as touching the Americanization of native and foreign-born aliens, to our ideals, appears a rather poor excuse for opposition.

Moreover there is in every new school community a stronghold represented by the young people who are in the school, or who have passed thru it. These, if properly trained for the new order of things, will lay a foundation for social co-operation firm enough to withstand any of the dangers that fearful souls expect from the admission of aliens to the local organizations. Suggestions for building up and strengthening the junior school community will be presented in a later discussion.

The importance of the school community plan is acknowledged by many leading educators and students of sociology. Several important periodical publications have discussed the suggestions offered in these pages from time to time. Here are extracts of a few letters from representative leaders who have become interested in the development of the plan. Others will be printed from time to time.

I am very much interested in your school community plan. The fundamental idea is excellent, and is destined, in some form, to prevail. To what extent some of the details which you give may be found useful can only be determined by experience. But I have long felt and have sometimes said that we make far too little use of the school as a social center. The more the school becomes a center of social activities of the unifying and uplifting kind, the more it becomes the real social force it is intended to be.

*Harvard University.*

PAUL H. HANUS.

Your school community plan seems good in idea, if carefully worked out. One feature of especial importance is that it involves greater co-operation on the part of parents in school affairs, a thing much to be desired.

*Leland Stanford Junior University.*

DAVID STARR JORDAN.

I find the description of your plan of a school community very interesting and instructive.

As Carlyle clearly pointed out, the spiritual center of any community is that which really holds it together. I have no doubt that we are only beginning to recognize the possibilities of the school as a spiritual center, and that as society comes more to consciousness the functions of the school will naturally grow along the general lines indicated in your articles. Aside from this more remote philosophical consideration, there is no doubt in my mind of the immediately pressing practical obligation to make the school buildings and resources more accessible to the community, and to add to those resources so as to increase their attractiveness for adults as well as for children. It is very encouraging to see the increasing recognition of the idea that every school building ought to be in its way a social settlement.

*University of Chicago.*

JOHN DEWEY.

## Music in the Schools.

From the Standpoints of Schoolmaster and Musician.

By FRANCIS E. HOWARD, Supervisor of Music, Bridgeport, Conn.

Years ago, before the tide of immigration had set so strongly toward us, before the days of big cities and great industrial activities, and when most of the people lived upon farms and in villages, the country singing school was the institution which met the demand for elementary musical instruction. As in those days the people were homogeneous in their tastes, being for the most part descendants of early settlers, the singing school in rural communities was a social affair and promoted fun and matrimony as well as music.

If we recall the prevailing religious tone of the early American people, we can easily understand that the music in those schools was religious rather than secular in character, hymn tunes, and anthems. Our music has the same characteristics to-day. The Gospel hymns, which differ from the older forms of hymn tunes by using more and a greater variety of rhythms, are the real folk songs of the people. Musicians have derided them, and men of all classes have condemned the secularization of music to which religious words are joined. But these hymns meet a demand, and apparently a very urgent one. They are an evolution of certain forces acting in the social and religious world, and if we as musicians do not approve of them, our remedy lies not in scolding, but in substituting equally attractive and higher art forms in the school-room, church, and social circle.

The course of elementary instruction in music has changed completely since the days of the country singing school. In the last sixty years our country has increased wonderfully in population. The land is dotted with great cities and large towns. Conditions have changed, and educational agencies must meet them. The singing school is yet an active institution in some parts of the United States, but the office of teaching the elements of music and singing, has now in city, town, and in many country sections, been given to the public school. It was about sixty years ago that Dr. Lowell Mason, at that time a leading figure in American music, started the teaching of music in the Boston schools. Boston, it may be remarked, had at that time not more than 75,000 in population. Dr. Mason, with other American educators, had become interested in European schools and methods, more especially those of the German people; and after a personal observation of the musical side of their teaching, he returned convinced that American schools should take up music.

The spread of such instruction was not very great at that period. The study gained ground very slowly for a number of years, chiefly in the large cities. It was about twenty years ago that the general public became aroused on the subject. The influences at work were partly educational, but the chief was commercial enterprise on the part of text-book publishers. At any rate, during the last twenty years the study of music has been introduced into nearly all public schools where it was not taught before. Think of it. Music, the greatest of the fine arts, a strong agent for civic peace and content, which gives more pleasure to more people than any other art; a factor of inestimable value in religious worship; a language whose every expression is of the better emotions and instincts of the human being. Think of it, I say, this great art is to be taught not to a selected few, but to all the millions of children of our land. To the person who sees in the public schools a place where the diverse elements of American population are molded together, and where character is formed for civic and personal good or evil, the idea must be inspiring. It is an inspiring idea and it has a great hold upon the educational world and upon the general public; but before the hopes it suggests fructify there must be many a disappointment; there are many even now. Too much has been promised for school music, and so too much is

expected. Schoolmasters have, in music, handled a subject they did not understand. Some have found this out, others have not.

### Present Conditions.

If you will consider the situation for a moment it will be plain that a criticism of music teaching in our schools is not necessarily captious or fault finding. Take a city, let us say, of 100,000 inhabitants about to introduce music into its schools, and picture the situation. The number of active and professional musicians is so small that you can know them all by name in a short time. The proportion of church-going people who are really fond of music is not large. The proportion of non-church-going people who love music is probably still smaller. You and I know that in such a city the number of people who really like music, songs, piano, organ, church choirs, violin, and so on, is a small section of the community.

The teachers in the public schools are a part and parcel of the people. They may be, and of course are, above the average, in education, but not necessarily so in music. The children, like their fathers, are musical or unmusical by the iron rule of law and circumstance. But putting the children aside for a moment and looking at the teachers, school principals, and grade teachers, the fact stands out that as a body of people they are ignorant of music, of notation, the art of singing, the art of playing any instrument, and the art of teaching any department of it. There are also those who cannot be educated. They are deaf to music. The serene confidence with which the American people in hundreds of cases, have handed music to the public school teachers is a most wonderful proof of their optimistic faith in the public school system; and it is right to add that the cheerful air with which our schools accepted the work is evidence that the confidence of the public is not misplaced, and that with time, study, and experiment, the teachers of this country will bring up the average of music work in the schools to a high level. I do not say to a level with other studies, because music stands in a class alone. It is an art, and its value to the pupil is to be measured by his love for it, his ideals of excellence, and his skill in attaining them. Love of music, the growth of taste, comes slowly with the individual or the race. One generation cannot on the whole rise far above the level of the preceding. The American of colonial descent is paying the penalty his fathers imposed when they neglected the art for generations. There are other elements in the social fabric whose musical growth must stop at about a certain point. We are helpless in many ways. Nature attends to a great many matters. Mental capacity may have greater variation of possibilities than physical, but it is measurable nevertheless if we could apply the rule.

### The Teachers' Side.

Now let us look at music from the standpoint of the teachers who willingly or unwillingly have to teach it. They have very naturally taught those things which they knew, facts easily grasped, such as the elements of notation, names of tones, measurement of note lengths, meaning of signatures, analysis of time and tone relations. They also,—I include not grade teachers alone but educators in general,—have expected exact results, and so they can have exact results in the topics just enumerated, but they have expected and demanded exact results in other matters, as in singing music at sight. Each normal child can acquire a vocabulary sufficient to enable him to read general literature at sight. Give us the same results in music, ask the educators. Well they will never get them, and for very good reasons; but it has been promised over and over again by those who ought to know better. Do not misunderstand my position. Great skill may be acquired in reading music at sight, but the union of natural musical sense with powers of perception, which one must possess to become a rapid reader, is granted to comparatively few. To be



sure one can get quite exact results in the mass, when using very simple music, and to the undiscerning this simple work seems to be the whole thing; but we cannot claim that our public schools turn out music readers unless they have a normal degree of skill in reading the actual literature of vocal music, such as songs, choruses, and church music.

Let us look at music a moment from the musician's standpoint. Music is a language, as is speech; it is sound, so is speech; but music is sound alone. It stops just where real speech begins, that is at articulation or words. Man differs from animals in that he breaks up vocal sounds by certain interruptions which we call consonants. And he thereby has articulate speech. Music dissociated from words, abstract music, is merely sound, but sound flowing in a series of definite variations, in pitch rhythmically linked together, which the ear recognizes as melody. Now speech has evolved as a means of communication, not so music. Words are crystallized forms which stand for ideas, qualities, actions, things. Music does not, and in the nature of things cannot, crystallize into analogous forms, because it has no objective meaning. The meaning of music is subjective. It means one state of mind to me, another to you. It often suggests definite imagery thru the association of ideas, as when we hear a certain melody we remember the scene when we formerly heard it. Music, abstract music, then, is not a language in the sense that it has definite meanings attached to definite expressions, which must, when understood, mean the same thing to all people. If the point is not quite plain it will be when one considers that the musical thoughts, that is motifs, short phrases, and the like are infinite in variety, and are not common property like words. Music has no vocabulary which is analogous to use in words. No one has or will make a dictionary of musical motives for the general use of composers.

It is clear, therefore, that so far as melody is concerned there can never be a certainty in reading at sight

such as we have in reading words. If, however, we turn to rhythm we will find that it has certain crystallized forms or types, which all composers use, and which are recognized and classified by the ear. They may even be said to have a semi-objective meaning in that certain forms invariably call up certain mental images, as the idea of marching, dancing, and the like. It is clear at any rate that the eye learns to recognize different rhythmic groups of notes, in much the same way that it recognizes different words.

#### Common Ideas Concerning School Music.

We come now to the fact that music cannot be expressed in terms of speech. Music only can interpret music. We can translate German into English, or French into Russian, but you can translate music into neither. Musical notation exists to express sounds so combined that they represent what we call melody and rhythm. One solitary stream of sound flowing alone is a melody. It has rhythm, of course; it otherwise would not be a melody. When several streams of sound flow simultaneously and their relations are lawful in the light of musical science, the ear perceives the effect called harmony. Again, *nothing* is music which does not suggest melody or rhythm to the mind, or to reverse the statement, the mind recognizes as music only a series of tones which suggest melody or rhythm. Bearing these points in mind, and I am sure you will agree with them, they are only common facts and common sense; let us take another look at school music instruction. From the schoolmaster's point of view it was perhaps inevitable that the schoolmasters' ideas on teaching music should be followed when we recall the history of its introduction. For once the Yankee nation was led to believe some absurd things, as that one could teach music even if he knew nothing of it, and that good musicians were likely to be the poorest supervisors or teachers. This is true. These ideas were impressed upon the public and upon school boards by professionals and by text.



book men anxious to sell their wares. It may be that this evil was the agent of our ultimate good, for possibly if the full significance of the difficulties in the way had been generally realized, music would have won its way slowly or not at all, while now it is in the schools, and we will learn music, and learn to teach it because we must, and because we believe in music and in the school.

Accompanying this confidence in the simplicity of music teaching, was a brief but very concise bit of pedagogy. It taught that tune and time should, as elements of music, be studied separately and afterwards joined. Also, that intervals, by which in this case is meant two tones, following each other at some skip, were held in the mind as distinct mental concepts or images, and as such were working material in thinking music. The reasoning ran like this, I fancy. Everything can be classified into scales. The scale can be analyzed into intervals. All tunes consist of intervals. If then the child has memorized the intervals, he can go ahead and sing anything which involves only those intervals. So with time. All notes have length. This is measured in beats or fractions of beats. Teach these values and the child can't be puzzled over time. This made music reading an exact science or art. Any teacher could handle the subject. Every child was simply bound to learn to read music at sight. Since that time, one set after another of music readers have been published and these theories in some form or other dominate nearly all of them.

Probably ninety-nine supervisors out of a hundred, by their practice, hold that children think tunes in interval units, and time in beat units or fractions thereof. The common methods involve drill on skips for one, two, and sometimes three years. It is commonly thought that this is an absolutely necessary preliminary to note singing.

Stock the child's mind with intervals, which are the things in music, while notes are the sign. In this way he has the thing before the sign.

Well, one can study the human mind a long time and yet know little of its manner of working. The adult mind finds it especially hard to image things as a child does, but of one thing we may be sure, that whether the mind conceives a tone from the note by pure guess or intuition, or because it associates the note with a memorized tone, the tone in either case is mentally heard before it can be sung. Whether you think the thing, that is the tone, one second or two years before you sing it, does not matter at all. On the other hand, the child at a very early period in the study of symbols such as words, figures, and notes, thinks from the symbol to the thing, instead of from the thing to its symbol. The words suggest new images of lands, peoples, and things which the eye has never seen. Then again, it is difficult to tell what pictures the child has in his mind of things he has seen, handled, and tasted. To undertake to fit him up with a vocabulary of mere sounds as intangible as isolated musical tones looks pretty fanciful. Returning now to the main doctrine, it may be doubted if there is any authority from psychologists or writers on musical matters for supposing that the mind thinks tune in interval units, save occasionally as one thinks letters in spelling a word.

The isolated interval is too short to suggest music to the mind. Some longer unit which conveys impression of rhythm and melody is required. We think in tunes with or without harmony, or we think in sections of a tune, as a phrase or a motif. Fixing the mind upon the interval is a hindrance rather than a help in reading music. It must be done occasionally but the sense of tune is then interrupted. If we taught sight singing as musicians, we should treat the interval always as a means to an end, and that end melody.

So with beats. The mind should feel beats as elements of rhythm. Except in slow notes of even beats, it may be doubted that the mind is conscious of the mathematical value of notes at all in ordinary reading.

We mainly think rhythms, not beats, and fractions of beats.

To sum up let me say that the schoolmaster has taught music in the schools a good many years now, and the promises of exact note reading have not been fulfilled nor can they be under any system. He has laid down a pedagogy which will not stand the test of psychology or musical science, and which has failed experimentally. I know that children learn to read music, but it is because they finally and for a part of the time, at least, get practice upon tunes as they are written.

Suppose we had to prepare, in the schools, a certain amount of music in stated times as we must do in church choirs; the school children would learn to read music rapidly thru practice, as do choir boys and adult singers. But the demands for actual performance in school music are so small that they have no real influence upon the work. The school music of our country shows the influence of schools upon music teaching, rather than the influence of music upon the schools.

The Anglo-Saxon mind is given to analysis and this is exemplified in educational thought and work along many lines. In music the theories we have outlined may be called the schoolmaster's analysis of the subject, and upon these theories have grown up systems of teaching music which have a firm grip on educational standards. Even supervisors are very careful not to hurt the susceptibilities of their professional brethren by attacking methods. It is much like outraging one's religious convictions. School music books are called systems. Summer schools teach not music so much as methods. Supervisors are loyal to this or that system.

You cannot phase the average teachers of music by suggesting that their results are poor so far as actual singing goes. They are not looking for results they expect them later on.

Some one says every child by my system can learn to sing at sight as surely as he can learn to read English at sight. It is absurd, but teachers believe it. It is true that no one really needs to or wishes to sit down and read music as he does a book, and it is also true that musicians make no claims to absolute certainty in sight singing or playing, but the schoolmaster still insists that his analysis of the subject is right, and that one can learn the language of mere musical sound which has no vocabulary, and is kaleidoscopic in its forms, with the same measurable results that you get in learning words and combinations of numbers, and he sticks to his methods. This worship of method will weaken in time, and at length music in the schools will be judged by ordinary music standards.

At present we are wasting a great deal of time in doing useless or nearly useless things, such as scale exercises, monotoning time values, and reciting the various names of notes. It is high time for the musician to talk to the schoolmaster. He has listened a long time. Of course I use these names to merely typify lines of thought. The essential thing that music notation represents is sound. Names and relations are nothing save as they assist the mind to hear these sounds. The actual measurable knowledge of notational signs and their relations which the singer or player requires is small and can be quickly learned. But excellence in the art of singing, playing, or sight-singing is acquired thru practice, and can be measured only in terms of comparison. The primary object of music study in schools is cultivation of taste, or love of music; other objects are secondary. The teacher who accepts the responsibility of directing the study of this great art owes something, not everything, to the children. He or she is morally bound to use intellect and conscience for their good. The best methods are those which best economize the time and energy of both teacher and pupil. We, as supervisors, embodying the dual personality of schoolmaster and musician should ask ourselves if we are using these methods.



# On Writing Text-Books for Schools:

## The Proper Preparation of MS. for the Printer.

By Charles Welsh, Boston.



One may judge from a long experience of the manuscripts which reach a publisher's office, in the course of which I have examined many thousands of works which have never reached the public eye, and some hundreds which have done so, there is a constant need for instruction in the technical and mechanical details of the proper method of preparing a manuscript.

And if this is necessary in reference to the novel, the book for the young, the volume of verse, or the collection of essays, how much more is it necessary in the preparation of the manuscript of a book intended for school use, in which the apparatus is much more elaborate, and the need for absolute accuracy so much greater than in any other publication. It is a trite saying that no book is so closely scrutinized as a school text-book and one of the first things requisite to secure success, in school book writing and publishing is perfection in the preparation of the MS. and in the manufacture of the book. For a school text-book, like a tool or a machine, should be put on the market thoroly fitted to do its work, and perfect in all its parts. To send out tools that will not cut, or machines that are out of gear, will soon result in ruin for the manufacturer, and the author and publisher who are not careful as to the preparation of their MS. and as to the manufacturing details of their books are sure to have a like experience.

To avoid such a catastrophe it is necessary that the author and the publisher should work together in perfect harmony, and the more the author knows of the needs and requirements of the publisher and printer and the more closely he prepares his manuscript in accordance therewith, the easier will be the work of the publisher and his advisers in examining it, and therefore the better will be the chances of its good points being readily seen. The less also it will cost in its manufacture, and therefore the greater the profits to be reaped from it by author and publisher.

The author who feels himself inspired to prepare a school text-book should first of all satisfy himself, by going over all the existing books on the subject on which he proposes to write, that there is room for the one he has in view. Reams of paper are spoiled, quarts of ink are used, months of valuable time are wasted, and much chagrin and disappointment are caused by neglecting his simple precaution, and yet there are hundreds of would-be authors who do so.

Assuming, however, that this precaution is taken, it would also be well to consult with other experts, on whom the author can rely, and in whom confidence can be placed, as to the plan and scope and methods of the proposed book. "In the multitude of counsellors there is safety," and by following this course much valuable help and suggestion may be obtained; in asking this advice of any one it is always well to give a very full and clear outline of the proposed book, with at least one chapter of it carefully worked out.

Then when the manuscript is completed, and before it goes to the printer, it cannot have too much examination, criticism, and recension by workers in the same field; and especially by those who are likely to use such a book in their school work. As a well-known Boston publisher has frequently said to me, "It is better to have a manuscript criticised unfavorably a dozen times before publication" than once afterwards.

Even a school text-book is a better book if written *con amore* by one who is intensely interested in the subject than if written in response to a request from the publisher, or from the simple desire to make money. In

all the best literary work the first thought should be to contribute to the common stock something useful and something that will do good, but if the morey side of the question is important it is well to follow in principle the advice given by a father to his son: "Don't marry for money but for love, but be sure that your love goes where the money is."

It not infrequently happens that the educational publisher, having surveyed the field himself, and having an intimate knowledge of the conditions and requirements of the teaching fraternity, may see a need for a particular book, or may wish to complete the series of his publications by adding new ones in different departments of knowledge. He then seeks the man or woman who, in his judgment has the requisite qualifications, among which are those we have already named, and engages him or her to write it. For the author whose own promptings have led him to make a book, and for the author who is commissioned to make one by a publisher, this paper will, it is hoped, contain some useful suggestions; for many of them we are indebted to a little work entitled "Publishing a Book, A Few Practical Hints to Authors as to the Preparation of Manuscript, Correction of Proofs, and Arrangements with the Publisher."\*

The manuscript should be so legible that it will be easy for the publisher to read, and so accurate that it will be safe for the printer to "follow copy."

For these purposes, and because a uniform style of writing would equalize as nearly as possible the number of words on a page, it is best to have the manuscript typewritten. In handwritten copy let the writing be clear and the lines at least a quarter of an inch apart, with as nearly as possible the same number of words on each page.

I have seen novels written on backs of envelopes and odd scraps of paper of all sizes. I have seen school text-books prepared for publication on the backs of old exercise papers and on the unwritten side of circulars and even of private letters. Now-a-days, however, when paper (or wood pulp) is so cheap, there is no excuse for such false economy as this. Fair, white paper, and fairly strong paper, should always be employed.

The sheets of the manuscript paper should be uniform in size; 8½ x 11 inches is most suitable, both for MS. and for typewritten copy.

Use dark ink, preferably black.

Write on only one side of the paper.

Leave a margin of half an inch on every side of the writing. Have proper names, figures, foreign words, capital letters, punctuation marks, and quotation marks clearly made and placed just as they are to stand in the printed book.

Have the spelling of all technical words and proper names, and the capitalization, etc., uniform thruout the book.

Capital I and capital J are frequently confounded. So are the small letters *r*, *n*, *u*, and *v*, all of which should be written with extra clearness.

Capitals are indicated by three lines drawn underneath the letter or the word to be capitalized.

Letters or words to be printed in small capitals should have two lines drawn beneath them and *sm. caps.* should be written in the margin opposite.

A word, or any portion of the manuscript, to be printed in italics should be once underlined and *ital.* written in the margin.

(To be continued.)

\* D. C. Heath & Company, Boston, New York, and Chicago. Price, \$0.50.

## The Price of School Books.

By SUPT. L. H. FORD, Webster City, Iowa.

The matter of supplying pupils of the public schools with the best books at a reasonable price has for some years past vexed legislatures as well as school boards and parents. Laws providing for uniform county and state adoptions for periods of years have been passed in a number of states with the hope that thus the price of the books used may be controlled and promiscuous and frequent changing of texts be prevented. This has even gone so far at least in one state, as to result in buying the manuscripts and making and selling the books by state law.

In all or nearly all of this legislation the educators of the states have been arrayed against the legislatures and have clamored loud and long, sometimes successfully and sometimes not, against meddling with the school-book supply, the complaint of the school-men being that such legislation not only opens the way for worse corruption, but often deprives the schools of the best books on the market. That exorbitant prices have been charged for school-books by irregular wholesale and retail dealers, there is no doubt, and this fact has led to the loud call for legislation to prevent it.

It is hard for the average parent to see why one publishing house should have a monopoly of any school-book, or that all dealers should not be compelled by law to sell a book of the same name, even tho of a different make, at the same price. It is also hard for them to see why one book is not as good as another, or if good for one county, district, or section of a state, why not just as good for the whole state and for all time?

They fail to see that this reason crosses the first principle upon which all wholesome trade relations must exist, viz.: the law of competition. They fail equally to see that it threatens progress and improvement. At least this is the view of the average educator who certainly should have, and generally does have, no financial interest in the matter whatever. No progressive, well meaning man, whether he is a law-maker or a private citizen, would wish to hinder improvement in the making of other things or to thwart the great law of equality of trade in other things. Neither should it be done in this important matter of making and supplying school-books. Our great school-book houses deserve the lasting gratitude of the race for the beautiful and cheap school-books they have offered us for our children. Compare them with those of a century or even a half century ago and the truth of this statement will be apparent. To set the wheels of progress moving backward in this by throwing off rude and poorly made state school-books and then forcing the children of the state to use them, would be the poorest kind of economy, to say nothing of the great wrong against the youth.

This idea of economy might be carried into all our relations and needs of life. Let there be uniform and legalized dress, let all appetites and tastes be made by law and a regulation ration to satisfy it. We could live a little cheaper on the average, no doubt. It not infrequently happens that the man who cries out the loudest against a new book for his child and who sees all books alike hunts a long time for the best brand of tobacco. If there was a state brand and a law to compel him to use it he would lie awake at night to evade the law and have another kind.

Competition has not only wrought its logical work of producing beautiful and good books for our schools, but it has so reduced the price that the state making and selling of school-books is superb folly. It is possible for parents to have the benefit of uniform and low prices, prices as low as any state could possibly offer and make the business produce even returns, and at the same time give the school all the benefits of improved books. When the law provides this it has done enough and to attempt to provide more the loss far excels all benefits.

Iowa, like many other states, has had its struggle with this question. Among many sections of the school laws

of the state touching the adoption and purchase of school-books is one that accomplishes all, it seems to me, that the reasonable parent could ask. It provides that boards of education may enter the market and buy at wholesale any and all books and supplies used in the schools under their jurisdiction and sell them at net cost to the pupils. This provision leaves any community free to have the best books that the superintendent and board of education may find, while they reach the child at the lowest possible expense. It does not force parents who do not like to have their children use second-hand books to take those that have been in the hands of other children, as the free text-book system does, and yet it allows those who wish second-hand books to have them at a very low rate. When the books have been sold the money is turned into the treasury of the district and charged to the contingent fund out of which all supplies are bought. By this provision of the law parents pay for the child's books the very price that a book dealer pays for them at wholesale, saving on the price from sixteen and two-thirds to twenty-five per cent.

Books for city systems at least might thus be handled within the schools, a room being set apart where they are kept in stock with a person whose business it is to devote the necessary time to waiting on the pupils. Orders may go from the superintendent's or principal's office a copy of which is sent to the board with the invoice of the books ordered. Bills thus made are allowed, as are all other bills against the district. Second-hand books are bought and sold at this room of deposit. The law exacts of the person selling the books the usual bond.

I have never had experience with free text-books and cannot speak of the advantages of the system, but in years of experience with complaints of parents because of the expense of school-books I have not found so simple and satisfactory a method of handling the question as this provision of the Iowa law affords. In three years I have yet to hear the first complaint of the high price of books.



## Extension Courses in Agriculture.

A special example of the socialization of education that is now going on in various directions is to be seen in the work that the Cornell university college of agriculture is doing among the farmers of New York state. Most farmers are men capable of being educated beyond the point at which their schooling stopped. They have, especially in the winter months, a certain amount of leisure that can well be devoted to study. By intelligent consideration of the art and science of their calling they will as a rule become better farmers, better citizens, and better human beings. They need the stimulus of study quite as much as the adult population of the cities needs free lectures, evening classes, evening play centers, and public concerts.

This need the Cornell university school is ministering to in manifold ways. Some account of these may be interesting.

Farmers who can leave their farms for a few weeks in the winter can avail themselves of the advantages of regular class instruction such as has heretofore been open only to students enrolled in agricultural colleges for a full four years' course. There are two courses in general agriculture and dairying open to properly qualified students, which begin the first week in January and continue for eleven weeks, and there are besides the studies of the regular winter course. They are designed to meet the needs of farmers, gardeners, and their sons and daughters, who are unable to spare the time necessary for completing the longer courses of the college. Such studies are not, of course, so extensive as those given in the four years' course, but they are complete and authoritative in their scope. The commencement of the work states that students coming to Cornell to follow out these studies should come with a



firm resolve to make the best use of their time and with very definite views as to their future. To such are open courses in animal industry, horticulture, chemistry of the farm, economic entomology, applied botany, etc.

The illustrations accompanying this article will serve to give an idea of what these classes are like.

#### The Reading Courses.

Not every farmer can get away even in the winter months to study at the university. Every farmer, however, who can read, can take up work under the direction of the Cornell authorities. The Farmers' reading-course, inaugurated four years ago, has proved to be remarkably successful. A reading circle of fifteen thousand farmers has been built up.

The reading-course has thus far been concerned with three fundamental things: the soil, the plant, and the animal. This winter those who have laid a good foundation of scientific knowledge thru the reading of previous terms are engaged in studying special problems of the orchard, a subject of great moment in New York state where the fruit interests are immensely valuable.

The formation of one of these reading-clubs is simple. There are no fees, and no dues, all the legitimate expenses being provided for by the state under the provisions of the Nixon bill. The lessons are sent out once a fortnight and at least one meeting should be held in that interval at which the whole subject should be threshed out and individual experiences called for. Superficial consideration is discouraged, and the club members are reminded that "conscientious criticism and courteous disagreement are much better than carelessness and indifference." In many instances lecturers can be sent down from Cornell toward the end of the reading season, to give additional stimulus and point to the work.

There is sufficient in these lessons that is of general popular interest to make it desirable for farmers' wives and daughters to take the work. A companion course, designed especially for women, is also offered.

#### Nature Study Course for Teachers

There is also a correspondence course in nature study for the benefit of teachers and others. What a help this may be in equipping one for the nature-work that the schools are now expected to do must be apparent to every practical educator. In the rural school of the near future the elements of agriculture will be taught just as manual training is now taught in city schools, and it is a good time for teachers to be beginning to prepare themselves for this kind of work.

The officers and teachers connected with this branch of university extension are Professor Liberty H. Bailey, chief; Mr. S. P. Roberts, director; Mr. John Craig, professor of university extension and supervisor of farmers' reading course; Mrs. Anna Botsford Comstock, nature study; Mrs. Mary Rogers Miller, lecturer in nature study; Miss Alice G. McCloskey, junior naturalist.



A Class in Winter Pruning. Cornell Winter Course for Farmers.

## Class Management and Discipline. II.

By JOSEPH S. TAYLOR, Principal Public School 19, New York.

### Characteristics of the Best Teacher.

#### (a) He relies on himself:—

One of the important elements of success in class control is the early determination to rely upon yourself. The first pronounced result of such a course will be a greatly increased respect of your pupils for yourself. Children admire a teacher who can help himself.

Class control is the joint product of experience and native endowment. Some people are naturally gifted in the power of controlling others. They govern classes easily without experience, while others catch the trick only after years of practice and partial failure. Some never learn it at all. The old "Monitorial System" had some good features in it that might well be copied today. Pupils were put in charge of classes, and only those who gave unmistakable evidence of possessing the power of control were allowed to take the special training which qualified them to become regular paid teachers.

If candidates for training and normal schools were required to furnish proof of their possession of the power to govern others as a prerequisite for admission, it would save a great deal of trouble in schools and protect many young people against the fatal error of choosing the wrong profession.

#### (b) He does not detain children after school hours.

Another characteristic which children admire in a teacher almost as much as the ability to help himself is the habit of dismissing the class promptly at the close of school hours. I am convinced that nothing is gained, by habitually detaining pupils, that is not lost twice over in some other way. I never knew a teacher with the *detaining habit* who was not disliked by the majority of her pupils. Nothing so embitters children as being daily kept in after school. The day is long, the school-rooms are improperly ventilated at best; children love the free air; many of them have errands to run, music lessons to take, newspapers to sell, etc. For all these reasons they resent your infringement of their liberty.

Suppose a child refuses to do his work; what can we do if we don't keep him in? You can assign the task for a home lesson, provided it is not forbidden by the by-laws. Suppose he still refuses? Assign it again and charge it each day until it is done. At the end of the day or week or month report to the parents the neglect of their child, being careful to secure the principal's signature upon all such notes or reports. If, after all these efforts on your part, pupils still refuse to do their work, turn them over to the principal.

#### (c) He secures the respect of his pupils.

The success of class government depends very largely upon the pupil's opinion of his teacher. The teacher is free to express his opinions of his pupils, and may think it of no consequence what the pupils think of him. It is of infinite consequence. If you will reflect a moment you will see that your class discipline is your moral education of the child. Can such moral education be really ennobling unless the pupil have respect for the teacher? You can not make all pupils love you; but unless you have the respect of your worst one, you have not altogether succeeded.

What is the basis of this respect? The ability to take care of yourself—self-reliance—is one source. That we have already shown.

Justice is another. Whatever you do in the way of discipline must appeal to the pupil as being *just*. Class punishment is a mistake. The innocent feel that they are unjustly punished. Better to allow a few guilty ones to escape than to lay yourself open to the charge of having unjustly punished the majority.

(To be continued.)

## The Finest School Building in the World.

To Allegheny, Pa., belongs the credit of erecting the most expensive and best equipped public school building ever built. This is the new third ward school-house. Some idea of the size of the building can be gained from the following figures:

The length of the building is 240 feet; its depth 125 feet. The sub-basement is 145 x 75 feet, and contains all the heating and ventilating apparatus.

The basement has fourteen rooms, with provisions for power, lathe turning, bench work in wood, drawing, machine design, blacksmithing, Venetian iron working, pyrography, clay modeling, wood carving, etc. Here, too, is a drill hall 200 x 40 feet, an office for the manual training department, and quarters for engineers and janitors.

On the first floor are sixteen school-rooms, two teachers' rooms, one office, one private office, one store room.

On the second floor are sixteen school-rooms, one teachers' room, laboratory, library, and museum.

On the third floor are found—domestic science and domestic art; cookery, sewing, and laundry work; auditorium hall, 136 x 80 feet; stage, 80 x 40 feet; kitchen, 28 x 44 feet; pantry, 27 x 13 feet; dining room, 42 x 41 feet; sewing room, 42 x 26 feet: four school-rooms; one teachers' room.

The boiler room is 33 x 60 feet, the stack 105 feet, the main stairs 40 feet wide; the height of the flag pole 117 feet.

Each floor has a chute to carry waste paper and other rubbish to the basement. Each school-room is provided with two toilet rooms, one for boys and one for girls. These are fitted up in the best modern style. Their presence will do away with the necessity of letting children leave the room to roam about the corridors and congregate in the common toilets.

The building is heated and ventilated by a mechanical steam system, of which the apparatus is located in a sub-basement, tho the three boilers, of 150 horse power

each, are located outside of the building. The plant can be run at ten pounds' pressure. The element of safety, so far as the boilers are concerned, has been carefully considered and in order to keep this pressure down to the lowest limits, the machinery is driven by a gas engine of 110 horse power. Even the pump for returning the water of condensation to the boilers is driven by the power from this engine, in order that no extra pressure may be required at the boilers.

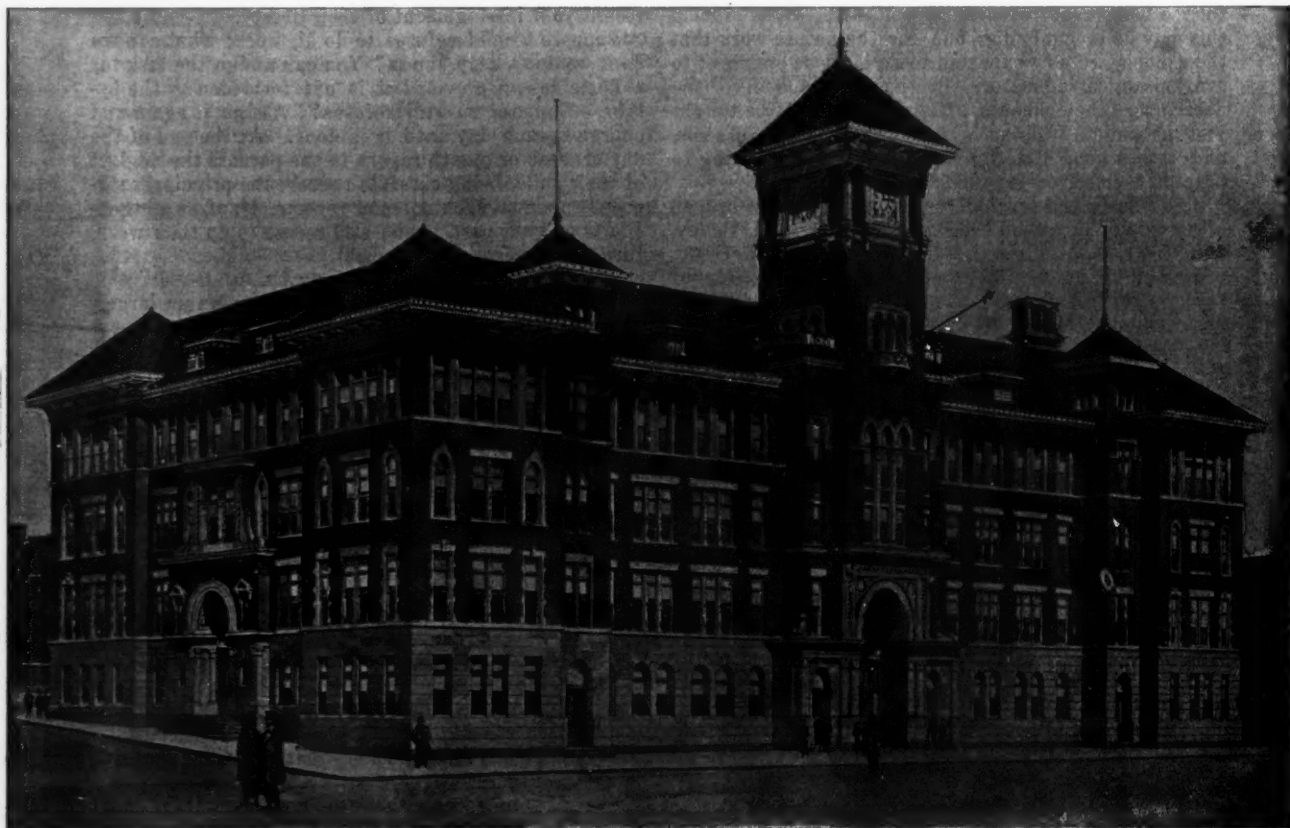
Another object in using a gas engine is that the ventilation plant may be kept quite distinct from the heating plant. The school can thus be ventilated during the summer months when no heat is turned on.

The building has about 1,600,000 cubic feet of space to heat. In the sub-basement are located four heater coils containing 3,750 lineal feet of inch pipe, or about 2.84 miles. Each coil is arranged in five sections, so that each section can be operated without reference to the others. Under this arrangement the janitor can supply his steam according to the weather, or as it is needed.

On account of the smoky atmosphere that prevails in Allegheny, fresh air is taken down from the top of the building thru two shafts into the sub-basement where it enters the fresh air rooms. It is thus drawn from the purest source obtainable. In the sub-basement are located two left hand double discharge blowers. These discharge the air right and left thru heater coils into heater heads, whence the air is conducted thru underground ducts to the various up-right flues leading to the different rooms thruout the house. These ducts are double, the lower conducting the cold air to the various flues, and the upper conducting the warm air.

To the right and left of the supply blowers are found two right hand double discharge blowers which handle the foul air for the entire building.

The basis upon which this system is arranged is a supply of thirty cubic feet of fresh air per pupil per



The Third Ward School, Allegheny, Pa., John Morrow, Supt.



minute, calculated on fifteen square feet of floor space per pupil and an exhaust of about 85 per cent. of the guaranteed supply.

The temperature is automatically controlled, being so arranged that when seventy degrees are registered the warm air is turned off and the cold air turned on; and when the temperature drops below sixty-eight degrees, the cold air is cut off and the warm air turned on. The temperature therefore cannot vary more than two degrees while the school is in session.

The system of closets, two for each class-room, adjoining the cloak rooms, is a distinctive feature. Heat is brought from the main plant to each cloak room in the house, and as the sanitary room is in reality a part of the cloak room, no heat is necessary for this. The ventilation of these cloak and sanitary rooms is entirely separate from the ventilation of the school-rooms. In each cloak room there is a vent for the purpose of keeping the air pure, and each sanitary has another vent connected directly with the bowl, so that a down draft in the bowl is kept up. The foul air from the sanitariums and cloak rooms is carried down thru the building by means of galvanized iron ducts into a separate foul air gathering room in the basement.

This magnificent school-house was dedicated Sept. 2 with exercises at which appropriate addresses were made by Rev. James D. Moffat, president of Washington and Jefferson college; Pres. A. C. Latimer, of the school board, and the efficient superintendent of schools, Mr. John Morrow.

### The Philadelphia High School Suit.

Robert S. Johnston has won his suit against the city of Philadelphia to recover \$90,762.50 due him as a balance for work done on the boys' new high school. He did not, however, get the full amount of his claim, but was awarded \$65,000.

The plaintiff claimed that the board of education awarded him work on the structure, which involved the expenditure of \$235,262.50, and he entered into several successive contracts with the city to carry it out. The amount in suit was claimed under one of these agreements, which was dated June 30, 1899, executed by Mr. Johnston, ratified by councils, but not signed by the mayor nor certified by the heads of departments. The latter fact raised a question as to the validity of the contract, which was pressed by counsel for the city. The defence also contended that the work was not done according to specifications, but this was denied by Mr. Johnston.

A peculiar feature of the trial was the admission made by Joseph D. Austin, formerly architect of the board of education that he had received nearly \$10,000 from Mr. Johnston, the very cent was given him after he had left the board. Mr. Johnston denied the charge of collusion absolutely, and claimed that whatever money he had given to Austin was in the form of loans and gifts, at the latter's solicitation.



A Class in Indoor Grafting. Cornell University. Winter Extension Course.

## School Law.

### Recent Legal Decisions.

Compiled by R. D. FISHER.

#### Concerning Teachers' Contracts.

An Iowa teacher took work under a subdirector of a sub-district of a township. She knew, and the director knew, that the township board of directors had resolved not to give her employment. The court held that she could not recover. (*Galen vs. Dist. Twp. Washington, etc., Iowa S. C. 82 N. W. 993.*)

#### De facto Officer May Contract.

In Kentucky a teacher was given a position by two trustees, one of whom was evidently legally entitled to his position; the other of whom was a contestant for the place but was *de facto* trustee under the Kentucky statute sec. 4436, providing that in case of controverted right to the office of trustee the county superintendent is empowered to recognize a trustee among the contestants until the dispute has been settled. Altho the claims of the *de facto* trustee were denied by the court and altho the legally constituted trustees attempted to fill the supposed vacancy by the election of another teacher, it was held that the contract of the original teacher was valid and that she was entitled to her share of the public money as against the teacher subsequently employed. (*Lacy vs. Suango. Ky. S. C., 57 S. W. 473.*)

#### The Montana Term of Hiring.

Apparently, from a recent Montana ruling, it is a detriment for a teacher to hold a certificate for a period longer than three months, at any rate under the amended code, as shown by session laws 1897, providing that the school trustees or school board of any district who shall employ any teacher for more than three months, or shall employ any teacher who shall not hold a legal certificate in full force, shall be guilty of a misdemeanor, a board has no authority to contract with a teacher who has no certificate or to employ a teacher holding a certificate for more than three months. Hence a contract for the employment of a teacher holding a certificate for a school year is of no effect. (*Jay vs. School Dist. No. 1, Cascade county, Mont. S. C.*)

#### Void Unless Voted.

A teacher was employed under a contract signed by the director, treasurer, and the clerk of Wisconsin district. Yet her contract was void under the revised statutes of 1898 which provide that no act authorized to be done by the district school board shall be valid unless voted at its meeting. In this case the contract had never been properly voted upon. (*Manthey vs. School Dist. No. 6, etc., Wis. S. C., 82 N. W. 132*)

#### Wage Must be Stated.

It is not enough in Michigan that a contract between a teacher and the majority of the members of a board be drawn up. The wages to be paid must be distinctly specified. Not long since a teacher signed a general contract, the particular terms being agreed to in conversation. The teacher appeared, taught two or three days, and then received notice to leave. Naturally, she brought suit to recover, but to no avail. (*Langston vs. School Dist. No. 3, etc. Mich. S. C., 121 Mich. 654.*)

#### Need Not Hold License for Signing.

A teacher on April 14 signed a contract to teach, beginning October 4. At the time of signing she held no certificate to teach nor did she get one until along in September. When she turned up on opening day she had her certificate all right, but found that the directors had engaged another person to teach the school. The matter was put to litigation, and it was held that altho the plaintiff had no certificate at the time the contract was made since she had one when school opened she could recover. This was in Illinois. (*School Dist. No. 2, etc., vs. Orr, Ill. S. C., 88 Ill. 648.*)

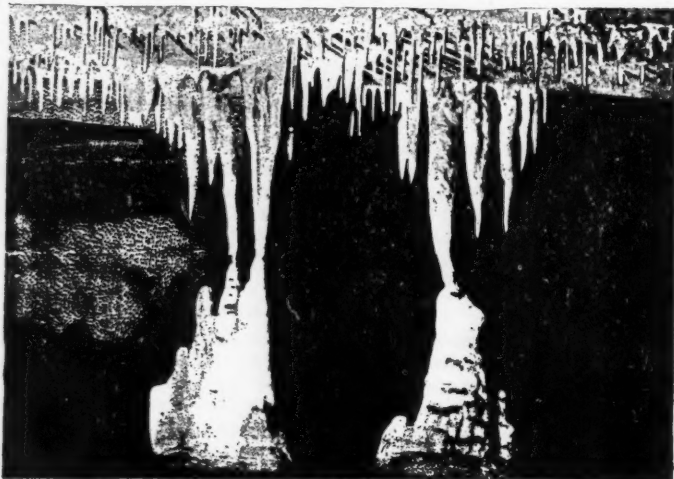
NOTE: Decisions are not uniform in this matter. In some states it is specially provided that the teacher must hold a legal license to be eligible to contract, and school officers are prohibited from contracting with an applicant who is not already qualified.

## School Equipment.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

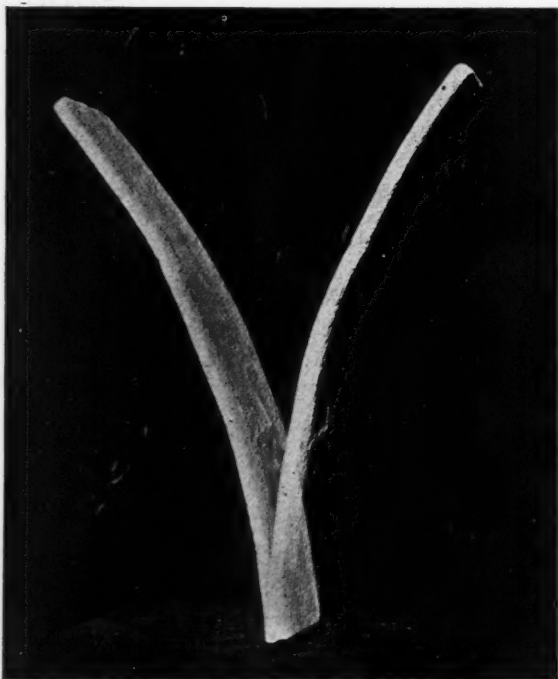
### Mineral Collections for the Schools.

As winter approaches and it becomes increasingly difficult to secure botanical or zoological specimens for nature study in the schools the usefulness to the teacher of mineral collections becomes apparent. Mineralogy is a comparatively easy



Stalactites and Stalagmites. (Courtesy of Roy Hopping.)

science, and, one that is intensely fascinating to children. It has great possibilities in the way of correlation with geography. A bit of iron ore from the Lake Superior region can be made the starting point for a lesson on the great iron mines of the upper peninsula of Michigan, the lading of steamers for



Flexible Sandstone. (Courtesy of Geo. L. English & Co.)

the long trip thru the Sault to Cleveland or Conneaut and the smelting in the furnaces of northern Ohio or western Pennsylvania. A bit of graphite from Ticonderoga may similarly suggest the whole story of the lead pencil. Or again the icicle-like form of a small stalactite may be used to call up visions of the great caverns of Luray or Mammoth Cave.

The ordinary rocks, too, deserve to be studied in the classroom for the sake of the knowledge of elementary geology the children can thus acquire. The idea that rocks have a history; that they have grown thru slow processes of evolution, can be brought out. Examples of the ordinary sedimentary and igneous and metamorphic rocks that are to be found around home may be supplemented by the purchase of others, and in many cases, more wonderful rocks from distant places. Such a specimen as that of the flexible sandstone here shown will appeal to a class of children as being very wonderful. Different varieties of coal should, for obvious reasons, be collected, their history investigated and their uses defined.

The business of supplying collections of minerals for purposes of school and home study has already become a large one. There are at least three well-known houses which confine themselves to this trade if *trade* it may be called, since in each case the head of the house is a man who takes a professional interest in the traffic. Teachers who are interested in natural history—as every teacher should be—cannot do better next time they are in New York or Washington than to visit any one of these shops and gain some idea of the magnitude and the beauty of the collections available.

In Washington is the famous *Microcosm* conducted by Mr. Edwin E. Howell, at 612 Seventeenth street, just opposite the United States treasury department. A more fascinating shop than the *Microcosm* can hardly be imagined. The writer of this article, for several years a teacher in Washington, recalls many a pleasurable Saturday afternoon spent among Mr. Howell's rocks, and is glad at this time to have the opportunity to speak of the proprietor's uniform helpfulness, and kindness. Mr. Howell has, besides his general specimens, the Washington School Collections, of minerals, rocks, and invertebrate animals. He is also an expert in the preparation of relief maps.

In New York are located the houses of Geo. L. English & Company, 3 West 18th street, and Roy Hopping, 129 Fourth avenue.

Mr. English has prepared the Manhattan collection of minerals. This was originally gotten ready for a single large public school at which about 500 of the collections were sold. Mr. English has ideas of his own on the subject of teaching minerals and his collection for the use of teachers has been prepared in accordance with his ideas. He stands squarely opposed to the theory that children should start their study from specimens that they can pick up in their backyards. It is a mistake to start from rocks and pebbles of the street, for as a rule these very common examples are so complex in structure that their composition cannot be readily determined. Teachers and pupils get discouraged in trying to identify the quartz and feldspar in granite, and vote mineralogy a bore. It is better to begin with very simple, well-defined specimens; and it matters not whether they are found in Manhattan island or in Thibet. The point is that they should be superior specimens, which can easily be determined by their physical properties without any help from chemical analysis.

In accordance with this doctrine the Manhattan collection consists only of unmistakable specimens of characteristic minerals. The child by study of these will be prepared for later consideration of the more complex combinations that can be found everywhere.

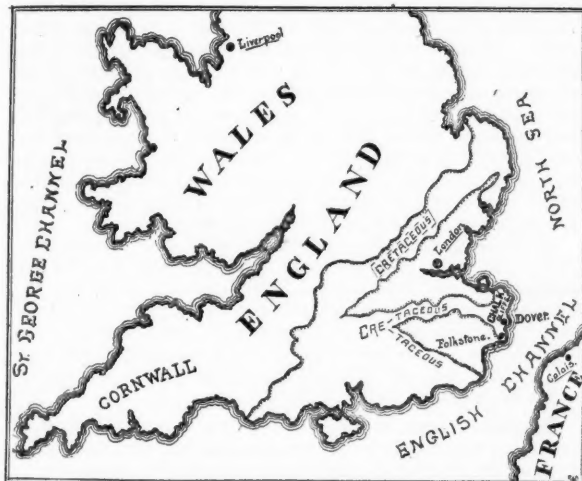
In the line of this thought is the little pamphlet of *Suggestions to Teachers of Mineralogy* which Mr. English has published and which every teacher would do well to read.

Mr. Hopping puts up the American Mineral Collections, Nos. 1, 2, 3, and 4, and the American Rock Collection. His ideas on the subject of the teaching of mineralogy have been expressed in a suggestive little book just published, *The Practical Study of Common Minerals*. This book makes considerable account of the correlation of mineralogy and geography. It is illustrated not only with half-tones of minerals but with maps showing the distribution of mineral products. The accompanying map of England, showing the location of the chalk deposits, will serve to indicate how the book is illustrated. Figures are given regarding the production of various minerals that are of commercial importance, tests are indicated, and other details are furnished, to the making of a very helpful little book.

It is certainly in place to close this article with a news note to the effect that the Southern Railway Company on Oct. 15, last, presented to the public schools of Cincinnati an immense collection of mineralogical specimens, all of which came



from the Southern states, mostly from the country tributary to the company's own lines. The children who thus have opportunity to study the mineral resources of a vast and practically mineral undeveloped resources of the South will have



Map of Southern England, showing chalk formations. (From *The Practical Study of Common Minerals*.)

their eyes opened to possibilities of expansion which many of them will personally take advantage of. The action of the Southern railway in making and presenting this collection can be commended to other companies.

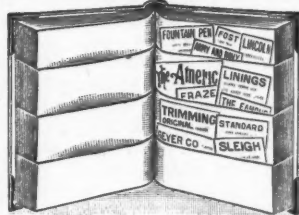
#### Medial Writing Books.

Messrs. Ginn & Company have just brought out a new set of writing-books to meet the demands of superintendents and teachers who are not satisfied with vertical writing and who do not wish to go back to the old fifty-two degree slant. THE SCHOOL JOURNAL has already published several examples of the compromise slant (in the issues of Dec. 1, 1900; Jan. 6, 1901, and June 24, 1901). It is glad to have the opportunity to show specimens of this new system which has been prepared after most careful study. Several features of special excellence may be pointed out. For one thing, a great deal of prac-

Another point in favor of this ink is that it is easily portable. One can take it in cakes in one's grip. It is especially useful in summer time and in warm countries since it need only be made in small quantities for immediate use while liquid inks will dry up. It is acid-proof. Made by the Thomas E. Edison, Jr., Chemical Company, 31 Stone street, New York.

#### A Practical Scrap-Book.

The collecting habit is undoubtedly growing among teachers, and the number who collect clippings from the newspapers and from educational journals is very large. Most superintendents encourage such gathering of materials and rightly, for other things being equal she is the best teacher who has the largest resources to draw upon. For convenience in arranging scraps and clippings the Perfect Scrap-Book can be recommended as a very valuable aid. The accompanying illustration shows the book open, displaying the pockets, all of which are of double thickness, of stout manila, designed to withstand long and constant use. All editions are of the same dimensions, with pages nine by eleven inches and three pockets to each page. Each pocket is nine inches long and three inches deep. Ample allowance is made for expansion. (Made by the Perfect Scrap Book Company, 150 Nassau street, New York.)



#### An Exhibition of Masterpieces.

The Berlin Photographic Company has an exhibition at the rooms of the Brooklyn Art Association building, 172 Montague street, Brooklyn, a large collection of fine hand-finished photographic reproductions for famous paintings in European galleries. This exhibition opened Sept. 25 and will continue thru Dec. 25.

The collection shown includes complete lists of the masterpieces from several galleries such as the Prado at Madrid and the National Gallery in London. There is also a very comprehensive review of the work of the late Sir Edward Burne-Jones.

All these pictures are reproduced in monochrome copper prints, which in their faithfulness to the originals, come close to the possible limits of reproductive art. Almost microscopic-

*Oxford Exercise increases strength. 555*  
*Whittier was known as the Quaker poet.*

tice on the different capitals and small letters is required. The fact that there are two copies on each page thruout the first six numbers gives great variety. The provision for reviews is distinctly original and will be highly appreciated by teachers, as will the arrangements for correlating writing with nature study, geography, social and business forms. The publishers and the authors, Messrs. H. W. Shaylor and G. H. Shattuck, have taken great care to secure for the writing-books paper of a quality that will inflict the minimum of fatigue on the eyes. In their quest they consulted the leading oculists and authorities on hygiene of the country.

#### Ink in Tablet Form.

One wizard tablet dissolved in one ounce of water makes one ounce of superior ink, ready for immediate use. The invention is due to Mr. Thomas A. Edison, Jr., who has been applying the talents inherited from his remarkable father to problems of the application of chemistry to industry. He has produced an ink that is singularly well adapted to school use. It is economical, convenient in form, and easily dispensed to the students. It does not stain the children's hands; above all, it can be made thick or thin without any of the difficulties that are incident to the watering of ordinary ink. As every teacher knows, when water is added to ordinary ink, there is no chemical combination, but only a physical commingling. The result is the exasperating formation of sediment. This ink of the wizard tablets effects an immediate chemical union with water and gives a perfectly uniform writing fluid. If the ink becomes thick from evaporation it can be thinned with water to suit.

ally true, they are free from the glossy appearance of most photographic processes, while in their strength and mellowness of tone they rival the finest mezzotint. Originally published only in portfolio form, they are now accessible to a wider circle of art lovers.

#### Water-Color Crayons.

The Prang Educational Company, has prepared a new color material of excellent quality in the shape of a set of Water Color Crayons. These are free from waxiness and are very pure in tone. Seven colors are included, viz.: red, orange, yellow, black, green, blue, and violet. They are specially recommended for primary grades.

Two of the leading makers and importers of plaster casts in Boston, A. Da Prato & Company and The Foreign Plastic Arts Company, have been formed into one concern under the name of The Foreign Plastic Art Company, with offices and galleries at 12-13 Waverly house, Charleston district, Boston. Both these houses carried excellent reproductions for school-room decoration and it is purposed under the new organization to extend their business in this direction. The president of the company, which has been incorporated under the laws of Maine, is Mr. A. Da Prato; the secretary and treasurer, Mr. N. J. Ghilarducci, who was formerly with P. P. Caproni & Brother.

The Buffalo Pictorial Company of Buffalo, N. Y., has entered the school decoration field with a large list of pictures. One of their most famous reproductions is the artogravure of Niagara Falls prepared by Mr. Frank Cecil Schlitzer. This is in color and possesses high artistic and mechanical merits.

## Educational Trade field.

### Important Trade Change.

In order to settle up the estate of the late Charles Bullock, of Philadelphia, the famous old firm of Bullock & Crenshaw has disposed of its entire business to George D. Feidt & Company, of 528 Arch street, Philadelphia. Mr. John G. Bullock, who has for many years had charge of the chemical and physical apparatus department, will continue in the same capacity with the new firm. The high standard of quality and the good name of the old house will be in every way maintained, and there will be some large extensions into departments not heretofore occupied.

The firm of Bullock & Crenshaw dates back to 1819 when it was established by Daniel B. Smith, at the northeast corner of Sixth and Arch streets. In 1828 Daniel B. Smith was succeeded by Smith & Hodgson, who in turn were succeeded in 1849 by Charles Bullock and Edward Crenshaw, who had grown up with the house. Since 1849 the firm has been one of the most prominent in the United States in the line of drugs and chemicals. It early became a pioneer in the business of importing scientific apparatus for school and college laboratories and has continued to lead in this branch of the educational trade.

The late Charles Bullock was a man of high scientific attainments and was well-known thruout the medical, chemical, and pharmaceutical professions. He was for many years president of the Philadelphia college of pharmacy, and was a member of numerous scientific associations.

The new firm of Geo. D. Feidt & Company was organized in 1893 by Mr. George D. Feidt, a native of Baltimore and a graduate of the Philadelphia college of pharmacy in 1890. The firm has steadily advanced to a prominent position in the business world, and will, with this new accession, be one of tremendous strength.

### A Successful Correspondence School.

The annual letter of the Home Correspondence School, of Springfield, Mass., reveals a remarkable story of growth and opportunities for growth. This correspondence school is, as is well known, one of the activities of the King-Richardson Company, whose American music system and other text-books have a national reputation. Mr. William C. King is president of the school, and the company has drawn upon its resources to insure the school a paid up capital of \$200,000. The principal is Mr. Henry W. Ruoff, a graduate of Harvard university, and formerly a professor in the Pennsylvania state college and assistant ethnologist at the world's Columbian exposition at Chicago. The vice-principal is Mr. Edward M. Hull, sometime principal of Wood's commercial college, New York city. At the head of the agricultural department is William P. Brooks, Ph.D., a graduate of the Massachusetts agricultural college, formerly professor of agriculture in the Imperial college at Sapporo, Japan, and since 1888 professor at the Massachusetts college of agriculture. This department by the way, on account of Dr. Brooks' eminence and ability, has become one of the special features of the school. It ought especially to appeal to teachers who wish to prepare themselves for teaching the new subject of school gardens.

The normal department is under the supervision of Mr. Charles H. Clemmer, a graduate of Yale, lately superintendent of schools at Grand Forks, N. D., and second vice-president of the N. E. A. Shorthand and typewriting are in charge of Principal B. J. Griffin, of the Springfield business school, one of the strongest institutions of its kind in the country. Students who wish to study law have the assistance of William Raimond Baird, LL.B., (Columbia), associate editor of *The Brief*, and one of the first of the lawyers of the country to recognize the possibilities of correspondence instruction.

When men of such standing as the foregoing are willing to enroll themselves as correspondence instructors, it becomes evident that instruction by mail is no longer an experiment, but is already on the soundest possible basis.

### Music by Correspondence

Another example of the way the correspondence idea has spread is seen in the announcement of the United States Correspondence School of Music, New York. This institution sends out written explanations and suggestions, giving pupils in any community the benefit of the personal attention of eminent musicians. Instruction on the piano, organ, violin, guitar, mandolin, and banjo is given. Since many people without any assistance pick up a little music it would seem that an ambitious person with the assistance of a good correspondence school should be able to make very rapid progress.

### Language Teaching by Phonograph.

The International Correspondence schools of Scranton, Pa., have issued an attractive brochure in two colors announcing that to their already large list of one hundred courses they have added the studies of French, German, and Spanish. The instruction in these subjects will be entirely by means of the Edison standard phonograph and of the specially prepared instruction papers of the schools. The lessons are sent out in the shape of records and pamphlets—the one serving as key to the other. After studying his lesson, both from the pamphlet and from the record until he has mastered it, the student recites into the phonograph, using one of the wax cylinders that have been furnished him. These records are returned to the schools where they furnish an indication of the students' progress and suggest letters of criticism and suggestion.

All records sent out to students are original or master records; that is to say, they contain the voice of the native instructor directly transmitted. This is an important matter since machine-made or copied records are very unsatisfactory and, for purposes of instruction, practically worthless.

These new courses have already met with great favor, and will probably do much toward swelling the school's enrollment which has already reached 325,000.

The Kny-Scheerer Company is now most favorably situated in its new quarters in the Mercantile building, 4th avenue and 19th street. The exhibitions there of osteological, anatomical, and biological preparations are of remarkable completeness and will well repay a teacher's visit on a Saturday or at any other time. The department of natural science continues to be in charge of Dr. George Lagai, a graduate of the University of Basle and one of the most accomplished scientists in the United States. Dr. Lagai is constantly adding new biological specimens illustrative of the various factors of evolution. Some of the examples of protective coloring, recently gathered, surpass anything hitherto shown.

Thomas R. Shewell & Company, Boston, have joined the march of publishers toward the South Terminal station. The old quarters at 68 Chauncey street have been abandoned in favor of more commodious rooms at 147 Summer street.

Several Massachusetts towns have lately introduced typewriting into their public school courses. Smith Premier typewriters have been purchased by the school boards of Lenox, Peabody, and Haverhill. The city of Worcester also has purchased four Smith Premier machines for use in the typewriting class of the high school.

The Estey Piano Company has recently installed seventy-five pianos in the schools of St. Louis.

The Asbestolith Company, of 95 Nassau street, New York, reports that during the past month it has laid sanitary flooring in the Danvers, Mass., state asylum and at the Boys' home, Summit, N. J. It is also finishing its installations at Harvard university and is sending out a large order for a hospital in Cleveland, O.

Several Massachusetts towns have lately introduced typewriting into their public school courses. Smith-Premier typewriters have been purchased by the boards of Lenox, Peabody, and Haverhill.

A highly illuminated parchment indenture printed in Gothic letters has been issued descriptive of the uses and merits of the Holden Patent Book Covers. It is nothing if not artistic, and is well worth sending for. More than 1,300 school boards in the United States are said now to be using this method of preserving books. The covers are also in general use in school libraries, parochial schools, public libraries, state institutions, and Sunday schools.

"From Boston to Cripple Creek," is the title of a leaflet describing some of the more notable recent adoptions of the Werner School Book Company's publications. A partial list of these adoptions was published in THE SCHOOL JOURNAL of Oct. 6.

Mr. O. I. Woodley, formerly superintendent at Menominee, Mich., has gone into the service of the Macmillan Company.

Text-book publishers seem to be sharing in the much talked of American invasion of Great Britain. For instance Ginn & Company, who have for many years been represented in London by Mr. Edward Arnold, have now opened an office of their own at 9 St. Martin's Street, Leicester Square, London, W. C. This office is in charge of Mr. Fred. J. Matheson, who will devote his whole time and energy to the furtherance of Ginn & Company's interests in Great Britain.



## Personal Mention.

## Promotion for Mr. J. R. McDonald.

The vacancy in the directorship of the educational department of the Macmillan Company, caused by the resignation of Dr. F. L. Sevenoak, has been filled by the election of Mr. James R. McDonald, New England manager for the company. Mr. McDonald comes to his new position singularly well equipped by virtue of personality and previous experience. He was born at Brunswick, Me., the seat of Bowdoin college, in 1867, but most of his boyhood was passed in eastern Massachusetts. He entered Williams college and was graduated with the class of 1889. After graduation he went into newspaper work and for four years was a writer first for the Springfield Republican; then for the Hartford Courant. The book business seemed to hold out greater opportunities, and in the spring of 1894 he took a position as New York agent for Allyn & Bacon, covering New York city, Brooklyn, Philadelphia, Baltimore, and Washington until August 10, 1896, when he entered the New York office of the Macmillans. When the Boston office of the company was opened Aug. 23, 1897, in the Tremont building, Mr. McDonald was put in charge. So successful has his management been and so great the expansion of the business that a removal was necessitated July 1, 1901, to larger quarters in the Colonial building, facing upon Boston common.

Mr. McDonald was married in 1899 to Miss Etta Austin Blaisdel, supervisor of primary schools at Brockton, Mass., and author of *Child Life Readers*. Their home has been at West Medford, Mass., where last summer a housewarming, in celebration of a newly built house, brought together a large number of book men.

Mr. McDonald has been succeeded at the Boston office by Mr. Henry S. King, formerly agent for the Macmillan Company in New England.

## A Great Collection of Copy-Books.

Mr. George E. Plimpton, Esq., of Ginn & Company, has received a great addition to his collection of text-books, probably the most complete in the world, in the shape of a unique gathering of copy-books formerly owned by Mr. Alfred S. Manson, of Arlington, Mass. More than 1,200 titles are included.

This collection grew out of a law suit in which Mr. Manson, then a Boston school book publisher, was the plaintiff. In 1870 his firm got out a series of writing-books which were remarkably successful. Their success invited imitation and a rival firm put on the market a series which so closely resembled Mr. Manson's that a suit for piracy was instituted. A legal battle lasting five years was started, and as a point of his evidence Mr. Manson began to collect copy-books. He won his suit, but the collecting mania, once started, did not die away and he continued to gather examples of handwriting books up to the time of his retirement from business three years ago. Everything that has ever been published in America was gathered in the early days of his collecting. More recently he turned his attention to Europe where he gathered books from every clime and in every tongue. Every system of teaching handwriting devised since 1500 is certainly included in the collection. Many of the books contain elaborate educational treatises, designed to guide the learner. Some are beautifully adorned with initials and scrolls of the medieval sort. It is needless to say that every kind of slant and semislant is shown in these specimens and that the student of them will discover the antagonism between vertical and slant to be no new thing.

This collection will constitute a most valuable addition to Mr. Plimpton's text-book library, for a general sketch of which the reader is referred to THE SCHOOL JOURNAL, of June 30.

## Death of Mr. G. E. Bemis.

Mr. George E. Bemis, well known in educational circles as the publisher of *The Teachers' World*, died at his residence, 316 West Fifty-sixth street, New York city, Oct. 13. Mr. Bemis was forty years of age. He had been ailing since the middle of August, but his friends had hoped that he was on the speedy road to recovery, when the end came.

In philanthropic and church work Mr. Bemis was considered one of the strong men of the city. He was a prominent member of the Church of the Strangers, was a trustee of the Bible society, treasurer of the International Mission union, president of the Practical Aid Society, etc. He will be missed alike by his business and his social acquaintances.

Mrs. Bemis was associated with her husband in his business and all his work, so that his death leaves her with a double burden to carry. Cordial sympathy is extended to her in this great sorrow.

Mr. E. O. Grover, now of the educational department of Rand, McNally & Company, and formerly of Ginn & Company is the author of "The School Teachers' Creed," a fac-simile of which is here shown. Mr. Grover wrote several others of this admirable series of "Cornhill Dodgers," which Mr. Alfred Bartlett, Boston, is issuing. The titles of his other contributions are "A Golden Summer," "An Autumn Prayer," "The Silent Winter," and "The Buoyant Spring."

This series of leaflets is designed to give a beautiful setting to a few of the most stimulating thoughts expressed in the English language. They are well adapted for friendly distribution, for Christmas greetings or for the ornamentation of one's library or den. All are printed in mediæval types, with rubricated initials. The Creed is as follows:

*I believe in boys and girls, the men and women of a great tomorrow; that whatsoever the boy soweth the man shall reap. I believe in the curse of ignorance, in the efficacy of schools, in the dignity of teaching, and in the joy of serving others. I believe in wisdom as revealed in human lives as well as in the pages of a printed book, in lessons taught, not so much by precept as by example, in ability to work with the hands as well as to think with the head, in everything that makes life large and lovely. I believe in beauty in the school-room, in the home, in daily life, and in out-of-doors. I believe in laughter, in love, in faith, in all ideals and distant hopes that lure us on. I believe that every hour of every day we receive a just reward for all we are and all we do. I believe in the present and its opportunities, in the future and its promises, and in the divine joy of living. Amen.*

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The marriage of Miss Jennie McDonald, a teacher of public school No. 6 to Mr. Russell Doubleday, son of the senior member of Doubleday, Page & Company, was celebrated October 16. School No. 6 is up in Westchester county accessible to the open country and golf links, and it was on the links that the young people first joined in a twosome that will be continued for life. Mr. Russell Doubleday is a junior member of the firm with which his father's name is associated and is very popular in publishing circles. Mrs. Doubleday, as Miss McDonald, was voted the prettiest girl in her class at the Teachers college. She had already achieved great success as a teacher and was offered an assistant principalship at the time her engagement was announced.

Mr. J. C. Moore, business manager of the Crowell Apparatus Company, writes us:

"We are very gratified with our business during the past six months. During this time we have sold twenty-five per cent. more cabinets than were ever sold in an entire year before. Those who are using our apparatus appreciate its worth."

The many friends of former Supt. O. B. Bruce, of Lynn, Mass., will be interested to know that he has become a member of the Merrill Teachers' Agency, with office in Boston. Mr. Bruce was superintendent at Lynn for more than twenty years, and is one of the best known men in the educational field. In his new capacity he ought to meet with great success.

Mr. B. D. Berry, Chicago manager for Thomas R. Shewell & Company, writes that the *New Lessons in Language and English Grammar and Composition* are meeting with great favor thruout the Middle West.

The *A, B, C of the Telephone*, by James E. Homans, is a book for general readers who want to learn the main facts about the construction and operation of telephonic apparatus, circuits, and exchanges. It is the first volume of Audel's "New Century Series" which has been designed to present to laymen accounts in simple untechnical language of the leading scientific industries. Certainly this book of Mr. Homans augurs an exceedingly useful collection of works. It is much more than a mere treatise on the development of apparatus, for it contains lucid expositions of the theories of sound, light, and electricity. The history of the inventions—those of Reis, House, Gray, Drawbaugh, and others that led up to Alexander Graham Bell's great invention is suggestively told. Finally all the data regarding the various telephonic systems of today are given without embarrassing technical details. The subject of private intercommunicating systems which in their application to school buildings have received considerable attention in THE SCHOOL JOURNAL is also fully treated, with diagrams of wiring, descriptions of the most practical switching devices, and numerous representations of specially constructed apparatus. This is a book which should find its place in every collection of scientific works. (Theo. Audel & Company, New York.)

## Notes of New Books.

### New Classical Books.

Prof. Thomas D. Seymour's *First Six Books of Homer's Iliad* is a classic edition of a great classic. It has been carefully revised, the introduction, commentary, and vocabulary expanded by the addition of the results of the latest research, and numerous illustrations inserted. Otherwise the book is its old familiar self, the book most of us used when we went up for admission to college; the book many of us have followed as a guide in class-room work. The formidable sections on the peculiarities of the Homeric dialect are as crowded with "fullness of intention" as in earlier editions. The same clear, well-spaced text invites metrical reading. The vocabulary is as handy as ever for consultation. Even the briefer discussion of the Homeric question reads much as before, tho to Horace's famous dictum about the brave men who antedated Agamemnon Professor Seymour now adds a quotation from Rudyard Kipling:

"Wen 'Omer smote 'is bloomin' lyre,  
'Ed 'eard men sing by land and sea,  
And wen 'e thought 'e might require,  
'E went and took, the same as me."

(Ginn & Company, Boston.)

A valuable edition of *The Aeneid of Vergil* has been brought out by Charles Knapp, Ph.D., instructor in classical philology in Barnard college, Columbia university. The selections include the customary first six books of the epic, and, in accordance with the recommendations of the committee of ten of the National Educational Association, portions of books VII.-XII.—chiefly those relating to the story of the conflict between Turnus and Aeneas.

Probably the notes will be found to be the most admirable part of this excellent edition. Dr. Knapp, in writing them, resolutely put aside all previous American editions and constructed his own commentary *de novo*. Out of his great store of knowledge and his exquisite feeling for the poetic qualities of the poem he has succeeded in producing a body of notes that will seem to teachers of Latin singularly fresh and inspiring. The presence of common sense in them and the utter absence of mere pedantry make them thoroughly commendable as helps to the student. The introduction of 106 pages contains the usual historical and philological matter, very carefully arranged and succinctly stated. Throuth the books are handsome full-page illustrations and maps. The vocabulary has been specially adapted to the author studied. Compound verbs are not referred back to the theme verb for the meaning; much exasperation has been saved to pupils and teachers thereby. This edition is certainly a welcome addition to the Inter-collegiate Latin Series. (Scott, Foresman & Company, Chicago.)

Law, including the science of government, was the greatest contribution of the Roman race to the apparatus of civilized life. The Romans created a great empire thru the development of jurisprudence and set their stamp unalterably upon the institutions of the earth. That such is their peculiar claim to distinction ought to be understood by every student; that many students in secondary schools and in colleges spend from four to eight years in the study of Latin without accurately apprehending what the Romans stood for is to be regretted. A manual of *Roman Political Institutions*, such as that prepared by Mr. Frank Frost Abbott, professor of Latin in the University of Chicago, apparently should fill a long-felt want by giving in compact form what every teacher, every serious student of the classics ought to know about the development of political science among the Romans from the earliest times to the reign of Diocletian. The book is divided into two parts. In the first the growth of institutions is traced historically. In the second a detailed account of all that is certainly known about the consulship, the tribunate, the senate, the *comitia*, and the other institutions of government is given. In an appendix a considerable number of citations of prominent *leges, senatus consulta*, and rogationes, as embedded in the pages of Latin authors, is cited. In the text constant reference is made to the sources, and after each chapter a valuable bibliography is given. The text of the book is well adapted for class room work in the high school or in the college. (Ginn & Company, Boston.)

*Ovid—Selected Works*, with notes and vocabulary, edited by Frank J. Miller, Ph. D., professor of Latin, University of Chicago. The greatest advantage of the present edition of Ovid is that it contains excellent selections from the various works of the writer. The editor's reputation makes any statements concerning the editing unnecessary. This book is an additional

evidence of his taste as well as his scholarship. (American Book Company. Price, \$1.40.)

*A New Beginners' Latin Book*, by J. C. Hoch, Ph. D., and O. F. H. Bert, B. S., instructor in Greek and Latin in Greensburg seminary, Penn. The authors have succeeded in producing an excellent introductory book. The essentials are everywhere emphasized. Due attention is paid to reviews of important points. The subjunctive mood and conditional clauses have been emphasized particularly. The exercises are well graded and will fit a student for the reading of Caesar admirably. (Hinds & Noble, New York. Introduction price, \$0.80.)

*Myths of Old Greece*, in the Lakeside Literature Series, is intended as an introduction for children to the wealth of Grecian mythology. The author-editor, Mr. William Adams, has endeavored to give accurately all the facts of the stories and at the same time to enliven them as an old Greek story-teller might have done. The book is designed particularly for supplementary reading, without thought of using it as a text-book for advanced students. Numerous selections from English poetry bearing upon Grecian themes help to enrich the stories. (Western Publishing House, Chicago.)

Singleness of aim appears to be a marked characteristic of the *First Latin Book*, by E. Cutler Shedd. The aim is to prepare students to read Caesar, and all other considerations are kept subordinate to this. Granted the validity of the purpose, the author has certainly set about his task in a thoroughgoing way. Recognizing that second year Latin pupils almost invariably allege that their trouble is that they "do not know the words," Professor Shedd has provided that they shall in the course of their lessons of the first year be so thoroly grounded in the ordinary words of Caesar's vocabulary as to be able in their second year to grapple solely with the problems of construction. The stock words and expressions of the "Gallic Wars" are repeated until it must be a dull student who has not mastered them. The forms and idioms are presented in a systematic, logical way and there is a brief compendium of the rules of syntax arranged systematically for ready reference to the standard grammars.

The book certainly gives in an admirable manner what it purports to give; whether the main contention is right, whether the real difficulty confronting second year students is want of vocabulary or want of something more fundamental—that is a big question. (William Beverley Harrison, New York.)

In an edition of *Select Orations of Cicero* the features to look for are those that are original; that distinguish this from other editions. The new edition in The Students' Series of Latin Classics is by Benjamin L. D'Ooge, Ph.D., professor in the Michigan State Normal college. Everything that Dr. D'Ooge does is indicative of his sound scholarship. This edition has several special features. Among these should be noticed the selections from Sallust's *Catiline* which accompany the oration against Catiline in the form of parallel footnotes. This is certainly a very admirable device, for it makes available some of the strongest and most vivid bits of Sallust's descriptive and narrative writing. The wealth of pictorial illustration with which the book abounds is also worthy of commendation. Many of the pictures are illustrations from photographs which Dr. D'Ooge has taken in his travels in classic lands. These give a contemporary interest to the places mentioned by Cicero. Maps and plans are also plentifully used. As a means of strengthening the pupils' vocabulary the groups of related words will be found very useful. We notice with regret, however, that in 26, p. 367, the author has set down only the *give* meaning of *do*; the *put* meaning is equally important and should be thoroly apprehended by students old enough to read Cicero.

The orations are presented in their chronological order, the Manilian Law coming first. The notes are of such character, however, that teachers can if they choose begin with the Catilinarian orations. Footnotes are provided to the Manilian Law in the form of glosses, definitions, and words of opposite meaning. These ought to help the student very much in getting the thought in Latin.

The whole impression created by this edition is that it is strong and resourceful. The author has for instance solved the question *Gaius* vs. *Caius* by writing in the vocabulary "C., abbreviation for *Gaius*, in English *Caius*." This is very artful. It makes a concession to English literary usage and at the same time does not contravene the dictum of the late Prof. G. M. Lane who used to say, "If a Latin text has *Caius* for *Gaius*, throw it out of the window." (Benj. H. Sanborn & Company, Boston.)



## German Language and Literature.

*Modern German Literature.* Second edition, revised and enlarged, by Benjamin W. Wells, Ph.D. The second edition of this book is most welcome. In its first edition it has found a place in a very large number of college classes because it properly emphasizes the classical period of German literature. The work betrays the influence of Scherer almost thruout, excepting that Heine has been treated less negatively than in the source. The second edition contains numerous revisions, and a number of misprints which crept into the first edition have been eliminated. The rapid development of German literature has made a recasting of the last chapter necessary which now includes a discussion of the latest productions. (Little, Brown & Company, Boston. Price, \$1.25.)

*Selections from Charlotte Niese's Aus Dänischer Zeit*, with introduction and explanatory notes, by Lawrence Fossler, A. M., professor, German language, University of Nebraska. It would be difficult to find better reading material for the work of the second year than is offered in this little volume. The selections are interesting and are expressed in natural and direct language. The psychological insight into the child character shown by Charlotte Niese makes the book of unusual value to all who have to deal with children, and hence the book may be recommended to teachers also who are not especially interested in the teaching of German. The notes have been worked out carefully and explain all of the difficulties and irregularities of the text. (Ginn & Company, Boston.)

Schiller's *Wallenstein*, edited with introduction, notes, and maps, by Max Winkler, acting professor of German, University of Michigan. Professor Winkler has prepared a scholarly edition of *Wallenstein*. The introduction contains a Life of *Wallenstein* and a treatise on the genesis and character of the drama. The notes are adapted to the needs of the college student primarily. The appendices contain an index to persons and places, the astrological scene, Butler's Monologue, and a bibliography. For an exhaustive and critical review see *Modern Language Notes* for June, 1901. (The Macmillan Company, New York.)

*Deutsches Lese- und Sprachbuch. Erste und Zweite Stufe*, von Wilhelm Müller, late principal of the Fifteenth district school, Cincinnati, O. There is no dearth of elementary German books intended for pupils in the primary grades. These books, however, are too simple for pupils who begin the study of German in the Grammar grades and it is this want which the author supplies. The first book introduces the language by means of easy reading, and easy exercises in grammar are introduced incidentally. The second book contains many excellent selections from the best German writers, and at the end the grammatical principles which have been introduced from time to time are systematized. An excellent feature of the book is that it limits itself to the simpler German which is to be found also in the Anglo-Saxon English. The book is well-illustrated and published in an attractive form. (Silver, Burdett & Company, New York. Introduction price, 36 cents; Erste Stufe, 124 pages, 42 cents; Zweite Stufe, 159 pages.)

*Johannes, Tragödie in fünf Akten und einem Vorspiel*, von Hermann Sudermann, edited with an introduction and notes by F. G. G. Schmidt, Ph. D., professor modern languages, State University of Oregon. The fact that this drama was at first suppressed by the censor probably has served to give it undue prominence among Sudermann's plays. To the careful observer the spectacular nature will prove disappointing no less than the lack of unity as compared with Sudermann's earlier work. The editor has given a short biographical sketch of the author and an outline of the drama in the introduction. It might have been well to indicate briefly the characteristics of the movement of which Sudermann forms a part. The notes are brief and deal largely with the biblical characters and allusions of the play. (D. C. Heath & Company, Boston.)

*Übungsbücher für den Unterricht in der Deutschen Sprache.* (Unterstufe für das 3. u. 4. schuljahr. Mittelstufe für das 5. u. 6. schuljahr. Oberstufe für das 7. u. 8. schuljahr.) This series of books has been worked out by the conference of German Lutheran teachers. The lessons have appeared from time to time in the *Schulblatt* and in this manner the criticism and co-operation of all the teachers of the conference has been obtained. The main object of the series is to lay a good grammatical foundation. The method of vocabulary-building is especially thoro and modern. The danger of overestimating the formal side of the language in the graded schools is very apparent. No selections from the vast amount of good literary reading matter accessible is here introduced, but everything points toward the acquisition of practical German. If we

however, limit the instruction in German in this manner and do not emphasize the cultural elements we ignore one of the best phases of German work. The Oberstufe has been revised by F. Rechlin, professor of the Addison Teachers' seminary. (Concordia Publishing House, St. Louis.)

*Supplementary Exercises to Thomas's Practical German Grammar*, based in part on the reading lessons and colloquies, by Wm. Addison Hervey, instructor in Columbia university. Additional exercises to Supplement Thomas's *German Grammar* will increase the usefulness of this very popular book. The author has written his notes in such a manner that continual reference to the grammar is necessary for good work. The practice of giving English cognates is a good one and ought to be followed by authors more generally. (Henry Holt & Company, New York.)

*Constructive Process for Learning German, Combining Grammar and Cumulative Method*; adapted to school and college instruction, by Adolphe Dreyspring, Ph. D. In the introduction of the book we find a rather biased indiscriminate condemnation of present methods of teaching German which would apply much better to the methods prevalent thirty years ago than at present. It is maintained that our present methods do not economize properly the "Self-consuming capital of our children" and the author suggests a remedy in this treatise. Instead of making the paradigm the basis of instruction the author presents easy sentences which illustrate the various cases of words or groups of words from which the "Sprachgefühl" is to be developed. Every chapter is accompanied by extensive conversational exercises, English-German sentences, and connected reading matter which introduces only such words as have already been acquired. The author has been very successful in this part of the work, as also in the idiomatic constructions thruout. He can hardly be commended for the manner in which he tells the teacher thruout the book what to do and the proficient teacher will find the majority of his suggestions somewhat childish. This again is an outgrowth of the point of view which the author has of considering all present language teaching inadequate. With sufficient care on the part of the teacher the book will give excellent results in high school work. For college work the first part will be considered entirely too elementary. (W. R. Jenkins, New York. Price, \$1.25.)

*Schiller's Das Lied von der Glocke*, with introduction, notes, and vocabulary. By W. A. Chamberlin, assistant professor of modern languages, Denison university. This little classic, edited in convenient form, will prove useful especially as a companion text for classes engaged in reading prose selections. (D. C. Heath & Company, Boston.)

*Harold, von Ernst von Wildenbruch*, edited with introduction and notes by Charles A. Eggert, Ph. D. Dr Eggert has edited a representative work of Wildenbruch, the greatest poet of the patriotic school of Germany. While in his earlier works Wildenbruch showed a tendency to glorify somewhat indiscriminately all that was Prussian, and while this tendency is entirely too apparent in *Heinrich und Heinrich's Geschlecht*, he has in his latest work *Die Tochter des Erasmus* proved himself a poet of remarkable power. The editor has made the biographical note unnecessarily brief, especially since the data are not within access of most German teachers. The outline of the play and the notes are clear and concise. (D. C. Heath & Company, Boston.)

*Leberecht Hühnchen von Heinrich Seidel*, with notes and vocabulary, by A. Werner-Spanhoofd, director of German instruction in the high schools of Washington, D. C. Few German writers are more deservedly popular than Seidel and his *Leberecht Hühnchen* is regarded one of his masterpieces. The notes appended make it possible to take up this text at the end of the first year. The accent is marked in the vocabulary whenever the same is irregular. In a text intended for beginners all words should be thus marked since it avoids unnecessary confusion on the part of the pupil. (D. C. Heath & Company, Boston.)

*Soll und Haben von Gustav Freytag*, abridged and edited with introduction and notes, by Geo. T. Files, Ph. D., professor of German in Bowdoin college. Freytag's novel has been abridged until it now in two hundred and thirty-one pages can serve as a useful text for students. Since the text presents few difficulties the twenty pages of notes suffice to clear the way for the student. (D. C. Heath & Company, Boston.)

*Materials for German Composition*, based on *Der Schwiegersohn*, by L. E. Horning, professor of German Victoria university, Toronto. The booklet contains sentences for drill in syntax and idioms, for practice in conversation as well as connected passages for translation. (D. C. Heath & Company, Boston.)

## The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING NOVEMBER 2, 1901.

The victory won by the Chicago Teachers' Federation in its remarkable fight for the equitable enforcement of the tax regulations in Chicago demonstrates what can be done by an organization of determined women, under courageous leadership. Miss Goggin and Miss Haley knew full well the enormity of the task before them and the powers arrayed against them, and yet they never flinched nor did they try to win by making concessions of any kind. Readers of THE SCHOOL JOURNAL have had an opportunity to watch the development of the struggle in the past few years, but the recapitulation, given on the opposite page, of this most important campaign, may be of particular interest to many at this time. Three cheers for the Chicago Teachers' Federation and the leaders who have brought the tax fight to a successful issue!

The increase in the number of high schools in the United States is a marked feature of educational progress that is brought out in Commissioner Harris' report. In 1890 there were 2,526 public schools of secondary education; in 1900 the number had risen to 6,005, representing a very large increase and one that has been pretty evenly distributed thruout the country. The number of students enrolled in high schools in 1900 was in round numbers 520,000. The increase in the number of private schools of secondary grade has been correspondingly great. The statistics for 1900 show that 12,588 pupils for each million of inhabitants attended schools beyond the elementary against an average of 8,053 in 1890. The study of the French and German languages has increased thirty per cent. in the past decade; that of general history between twenty-seven and twenty-eight per cent.; Latin also shows an increase, while the number studying physics has actually decreased.

The example of Springfield, Mass., in establishing evening trade classes is one that deserves to be generally followed. It has become very difficult for a poor boy to learn a trade. In the old days under the apprenticeship system he could start in at a small wage and at the end of a few years he knew his business and knew it well. He was really continuing his education as he learned his trade. To-day, on account of the altitude of labor unions, the subdivision of labor, and various other causes, it is no easy thing for a young fellow to learn a trade thoroly. If he can attend a day school, there are plenty of opportunities in the way of manual training instruction, but if he must work all day for a meager sum, he can get, in most American cities, no regular training in his chosen calling. Such instruction is something that should be included in the night school system along with the customary literary subjects.

A very interesting canvass of the opinions of the leading life insurance companies of the United States and Canada has recently been made by the American Temperance Life Insurance Association of New York. The question put was, "As a rule, other things being equal, do you consider the habitual user of intoxicating beverages as good an insurance 'risk' as the total abstainer? If not, why not?"

Sixty-two companies turned in replies. Of these fifty-eight answered emphatically, no. Five returned somewhat evasive answers such as "Excessive use injures system and shortens life"; "Depends on quantity used"; "Depends on age, and amount used." More returned a yes. The fact is, it seems to be pretty well

established among the insurance people that total abstainers deserve to be put in a class by themselves.

Thru the payment of \$250,000 to the heirs of the late Jacob E. Rogers all litigation in the will contest has been stopped and the Metropolitan Museum of Art will shortly come into possession of a legacy of more than \$5,000,000. This will put it upon a basis such that it can hope to become one of the great museums of the world. At present its treasures, tho considerable, do not entitle it to any especially high rank when compared with the great museums of Europe.

The two subjoined advertisements were clipped by the editor of the Montreal Herald from the same Canadian newspaper:

WANTED.—An honest Protestant Servant for five in family; no washing or ironing; wages \$14.

WANTED.—For the Protestant School, Teacher, with first class elementary diploma; salary \$15 per month, for eight months.

As a study in the relative values put by a community upon two important kinds of service these advertisements are certainly interesting. There is no use in losing one's temper because things are so. Doubtless the kind of teacher who will take the position named at a sum so far below a living wage is not worth very much more. When a truly professional spirit has permeated the whole body of teachers the salary question will in large measure take care of itself.

M. Hugues Le Roux, the well-known writer, journalist, and explorer, will be this year's guest of the "Cercle Francaise" of Harvard university, delivering the series of lectures provided for thru the munificence of James H. Hyde, Esq., of New York. After his series at Harvard has been completed M. Le Roux will make a tour of the leading American universities.

The latest report of the United States commissioner of education shows the total number of pupils in all schools of the country, elementary, secondary, and higher, public and private, for the year ending July 1, 1900, was 17,020,710. This represents an increase of 282,348 pupils over the previous year. Of these 15,433,462, or about 21 per cent. of the total population, are enrolled in public institutions supported by general and local taxes.

Regarding the subject of county tests for pupils as applied by Supt. H. Brewster Willis, in Middlesex county, N. J., described in THE SCHOOL JOURNAL of October 12, Mr. C. M. Parker, editor of *The School News and Practical Educator*, writes that there are counties in Illinois in which such tests have been held annually since back in the eighties. The details of these examinations vary somewhat, but the plan in general is as follows:

There is an examination on the last Friday of each month, or on some other special date that the county superintendent has selected. Questions for all grades, confined of course to the limits of the course of study, are sent down by the superintendent to the teachers before the date of holding the examinations. There is also a central examination, held at the center school-house of each congressional township, or of other groups of schools agreed upon. This is in most instances given near the close of the school year. In some counties the superintendent himself conducts these examinations, a different date being set for each township. In other counties the central examinations are all held on the same day and each one is in charge of a teacher named by the county superintendent or elected by the teachers of the town. The papers are graded by the teachers and with the tabulated results the work is sent to the superintendent. Each pupil receives a certificate recording his actual marks and his relative rank in class.



Pupils who come up to a certain standard are admitted to the final examination held at the county seat.

The final examination is held a few weeks after the centrals. This brings the best pupils of the county into competition with each other, as most of the pupils and teachers in attendance have to stay over a day at the county seat, an excellent opportunity is offered for literary exercises and the like.

This Illinois plan is very complete and is quite satisfactory in its workings. It is part of the remarkably well articulated course of study for which Editor Parker has done so much.

### Teachers Win Great Victory.

The Illinois state board of education has been ordered to assess all corporations at a fair cash valuation based upon market values; the income of the city of Chicago increased by at least one-half; a restoration of the teachers' salary schedule of 1898 probable—this is what has come of the long fight of the Chicago Teachers' Federation for equal assessments. Henceforth the Chicago traction, gas, electric, and other public utility corporations will be assessed fully upon their stock and their franchise rights. Between \$200,000,000 and \$335,000,000 will be added to the taxable property of Cook county.

The decision is retroactive, so that back taxes may be claimed if such action should seem desirable. It is no wonder that Chicago teachers are jubilant and are exalting with applause the four people who have led this movement from its inception to its successful finish—Miss Margaret Haley, Miss Catherine Goggin, Graham H. Harris, president of the school board, and I. T. Greenacre, attorney for the teachers.

The fight began more than a year ago, when Miss Goggin and Miss Haley were appointed by the federation to look into the subject of the depletion of the school fund. They discovered promptly—what has long been known to every business man of Chicago, that it has been the policy of the city not to assess a great deal of taxable property held by the large corporations. The excuse for the granting of such special privileges was that corporations must be encouraged to locate their headquarters in Chicago and thus to help build up the city. This view of the case did not prevail in the Teachers' Federation. Doubts were expressed if such a theory helped to upbuild the schools. After an appeal before the board of review the struggle got into the courts. Leave of absence from the class-room was granted to Miss Haley and Miss Goggin to carry on the fight. Expenses were met by assessment of the members of the federation. Finally, October 24, the supreme court of the state of Illinois rendered its memorable decision.

The firms chiefly affected are the following: Chicago City Railway Company, West Chicago Street Railway Company, North Chicago Street Railway Company, Chicago Union Traction Company, People's Gas Light and Coke Company, Chicago Telephone Company, Chicago Edison Company, Chicago Consolidated Traction Company, Chicago Electric Transit Company, Chicago and Jefferson Urban Transit Company, Evanston Electric Railway Company, Cicero and Proviso Street Railway Company, North Chicago Electric Railway Company, Chicago North Shore Street Railway Company, South Chicago City Railway Company, Chicago West Division Railway Company, Chicago Passenger Railway Company, and North Chicago City Railway Company.

Opinions differ among Chicago business authorities as to the effect of the decision. Some assert that a great number of corporations will desert the city to its permanent injury. Others call attention to the fact that the largest and most influential corporations touched are those whose interests are so inextricably bound up in the city—the gas and the traction companies, for instance—that they can hardly go out of the business; or that if

they should so decide, other companies would gladly assume their duties and privileges.

It is, we believe, a general condition of taxation in this country—whether right or wrong in theory—that municipalities are lenient in their assessments of industrial establishments. Every city wants to attract manufacturing enterprises, and will, as a rule, hold out partial or total exemption from taxation as a bait. The custom is from the strictly economic point of view thoroughly reprehensible. It results merely in a shifting of burdens and a consequent decrease in the living value of the workingman's wages.

### Some Discontent in the Philippines.

A teacher, presumably young, writes from the Philippine islands to the *Boston Herald* a letter of complaint regarding the discrepancy between the inducements put upon teachers to undertake service in the Philippines and the actual conditions existing in the islands. One point of complaint made is that the government first secured a number of teachers at \$1,000, and then finding that teachers could not be obtained in sufficient numbers for that salary raised the minimum wage to \$1,200, without, however, increasing the compensation of those who came out at the first named salary. The writer also finds fault with the fact that the teachers went out to the Philippines expecting to teach people who were profoundly ignorant and who would therefore be distinctly teachable. As a matter of fact most of the teachers have discovered that they have to deal with people very many of whom received abundance of education, of a sort, under the Spanish rule and who now prefer that their children enjoy the same kind of education rather than the newer type brought in by the Americans. As the writer expresses it, "The 600 enthusiastic teachers from America, with different ideas and a different form of religion, are not made entirely welcome."

Too much seriousness should not be attached to such a letter of complaint for it is merely the expression of a disillusionized person, but it certainly shows that the problem of educating the Filipinos is more complex than many young teachers had supposed. We are all apt to think of the inhabitants of distant lands as sitting in darkness, waiting for the light of our love to beam upon them, and it comes to us with something of a shock to find that even the benighted have light which they regard as of as good candle-power as our own.

### In Dr. Virchow's Home.

The friends, pupils, and admirers of Dr. Rudolph Virchow, the eminent German pathologist, celebrated with a dinner his eightieth birthday. In thus observing the day the medical and scientific men of this city follow the custom observed in many other large cities.

This leads one to ask why educators do not pay honor to such men as Comenius, Pestalozzi, Froebel, and Mann by holding meetings on their birthdays? Is the educator not as worthy as the man of science in the educational realm?

The Council of School Superintendents of the State of New York had a most profitable meeting at Auburn last week. A full report of this meeting will be published next week. The same number will contain a paper by Supt. A. B. Blodgett, of Syracuse, read before this body and discussing "The School Board and the Superintendent: What Each Owes the Other." The new president of the council, for 1901-1902, is Supt. J. C. Norris, of Canandaigua. Supt. Edwin S. Harris, of Poughkeepsie, was elected vice-president; Supt. F. J. Sagendorph, of Hudson, secretary and treasurer.

## The Educational Outlook.

### A Method of Teaching Spelling.

PRINCETON, ILL.—In accordance with Supt. M. G. Clark's scheme each teacher is requested to select fifty representative words each month from the regular work of each grade in her room. Words are selected that are necessary for the child to know in order to do the work of the grade successfully. Each teacher is expected not to consult with others in making selections but to work independently. The lists are revised by the superintendent; those listed by lower grades and those considered unnecessary are cut out, and for the remaining words a list prepared for each grade that will in future constitute the work of that grade.

This plan, when complete, will give a working list of 5,000 words, and will it is believed, render the study of spelling more intelligent, helpful, and to the point than any previously employed cause.

### Southern Educators to Meet at Columbia.

The eleventh annual convention of the Southern Educational Association will be held in Columbia, S. C., Dec. 26, 27, 28, 29. There will be five meetings of the general association and the executive council, and two meetings each of the seven departments of superintendence, higher education, secondary education, elementary education, normal schools, industrial education, and kindergartens. On Monday, Dec. 30, there will be a special excursion, at small cost, to the inter-state and West Indian exposition at Charleston. Columbia is a most hospitable city, and will cordially welcome the visiting educators. It is expected that the railroads will give the usual

rate of one first class fare (plus \$2.00 for membership coupons) for the round trip. For further information write to Mr. Zach McGhee, secretary of local committees; G. R. Glenn, president, Atlanta, Ga.; or P. P. Claxton, secretary, Greensboro, N. C.

### Anglicizing Porto Ricans.

SAN JUAN, PORTO RICO.—Supt. William H. Armstrong, of the schools of this city, is making every effort to push the teaching of English, and his effort is not popular among certain turbulent classes. Such is the feeling that Mr. Armstrong has made his home in San Cristobel castle where he is quite safe from annoyance. Since the riot of last April things have on the whole gone very quietly, but Mr. Armstrong recently had a rather exciting experience.

The tenants of a building which had been condemned for school purposes stubbornly refused to vacate the premises. The rooms were urgently needed, and Mr. Armstrong determined that the American flag should fly over the building as a sign of possession. A woman among the tenants of the structure had given orders to her servants to shoot Mr. Armstrong or any of his assistants who appeared at the door demanding entrance. But Mr. Armstrong did not come thru the door. He leaped across from the roof of an adjoining building, and stood with the flag wrapped around him until his helper had prepared to raise it. Then the flag was swung to the breeze, the tenants made no demonstration, and the next day they all moved out.

Mr. Andrew Carnegie has written to Commissioner Brumbaugh offering to give \$100,000 for the erection of a public library in San Juan on condition that a site shall be furnished by the city and that an annual appropriation of not less than \$8,000 shall be guaranteed.

## New York City and Vicinity.

The board of estimates has appropriated the sum of \$495,835.00 for building improvements. The money will be used for new buildings, and for heating, ventilation, and electrical installations. The largest single amount is \$164,900, contract for the erection of a high school at New Brighton, Borough of Richmond. Other contracts were for \$87,873, for the erection of public school No. 80, Queens; \$75,544 for heating apparatus in the Wadleigh high school; \$37,993.81 for electrical apparatus in public schools 136 and 137, Brooklyn; and \$18,543 for heating apparatus in public school 136, Brooklyn.

### Examinations for the Training Schools.

An examination of applicants for admission to the training schools for teachers of New York city will be held January 6, 8, 9, and 10, 1902, at the hall of the board of education, Fifty-ninth street and Park avenue.

Each applicant must be at least 17 years of age, must declare her intention of teaching in the public schools of New York state, and must hold as a minimum qualification either (a) a diploma of graduation from a high school or academy approved by the state superintendent of public instruction, or (b) a diploma from an institution of equal or higher rank, approved by the same authority. The examinations will include the subjects of English, mathematics (arithmetic, algebra, and geometry), history and civics (Greek, Roman, English, and American history), geography, drawing, science (botany, zoology, physiology, and physics), Latin or French or German, German or French or Greek.

Each applicant must when notified, report for physical examination to one of the physicians authorized by the board of education.

### High Schools and Elementary Schools.

The Male Teachers' Association of New York city met for the first time this school year at the Hotel Albert, October 26. The president of the association, Principal George H. Chatfield, acted as toastmaster. Borough Superintendent John Jasper was to have led the discussion with a talk upon "The Elementary School as a Preparation for the High School," but he was unfortunately prevented from attending. In his absence the topic was discussed by Associate Supts. Gustav Straubenmuller and Jas. Lee, Principal J. T. Buchanan, of the

DeWitt Clinton high school and president Magnus Gross, of the New York city Teachers' Association. Mr. Straubenmuller made a radical proposition when he declared in favor of some system of separating those children of the elementary schools who are destined to enter the high schools from those who will go to work at the close of their grammar school course. There is no doubt, said he, that the two classes of children need different kinds of training. The great mass of pupils belong to the class of those who will not go into the high schools, but the minority should not be neglected. We must be just to both.

Separation, however, is hard to bring about because of the class distinctions it will arouse. All children should follow the same course at least to the fifth year. Thereafter a diversified course would be distinctly desirable if class distinctions could be avoided. The only way to accomplish this, in Mr. Straubenmuller's opinion, is thru removing the high sections from the building containing the other and larger section, and placing it directly in charge of the high school principals. Such a plan would render possible the correct articulation of grammar and high school courses.

Dr. Lee stated his belief that the grammar school course ought to be such that a pupil could leave at the end of any year and still have been prepared for the difficulties of life.

Principal Buchanan gave a glowing tribute to the work of the elementary schools. The boys he receives there are the best he has ever had anywhere. A De Witt Clinton boy passed the highest examination among 1,000 boys of the city and won a scholarship at Columbia. Twenty-two of his pupils have captured Cornell scholarships, the girls' high school has sent up the prize Greek scholar, and some forty-two New York high school boys are holders of prize scholarships at various institutions. The elementary schools deserve a great deal of the credit of this magnificent showing, for they take children of all nationalities and send them up to the high schools with excellent equipment in the way of scholarship.

Dr. Magnus Gross contended that the articulation between elementary and secondary education would be improved if waste of energy in the elementary schools were eliminated. The work in language, num-

ber, and history should be broadened and some of the non-essentials stricken out. Other speakers were Mr. Frank Rollins, of the Peter Cooper high school; Mr. Melvin Hix; Mr. L. E. Goldwasser; Mr. H. C. Bristol, of No. 10, Brooklyn; Mr. Van Evrie Kilpatrick, and Mr. F. J. Reilly.

The speakers at the next dinner will be Dean J. E. Russell, of Teachers college; Associate Supt. A. W. Edson, and Dr. John Dwyer.

### Many Resignations.

Since school opened in September not fewer than 150 teachers in the boroughs of Manhattan and the Bronx have resigned. This number is rather startling and if resignations continue to come in at such a rate the eligible list will be depleted ere long.

Unpopularity of the service is not, according to Borough Superintendent Jasper, the cause of this exodus. On the contrary, the teachers are better paid and better contented than ever before. But times are good and many young men are finding themselves in condition to ask pretty school teachers to quit the service. Very many of the notices of resignation are accompanied by a statement that the writer is about to be married and will therefore have other duties to attend to.

At the board meeting, October 16, nearly 300 teachers were appointed to elementary and high schools—a larger number than ever chosen before at one setting. These appointments are designed to do away with the system of substitutes for half-day classes about which there have been a great many complaints.

### Brooklyn.

In the effort to raise a fund for the purchase of pictures for P. S. 125, in the Brownsville district of Brooklyn, a euchre party and reception will be held at Congress hall, Atlantic and Vermont avenues, Friday evening, Nov. 8. Tickets are fifty cents. The principal of this school is Miss Mary E. Quinn, who is known among Brooklyn teachers as a tireless and faithful worker. No 125 is one of the newest buildings of the borough and is, in general, one of the finest. It needs only a little touch of the decorative to become beautiful. It is situated in the midst of a foreign population most of whose homes are destitute of anything really attractive.



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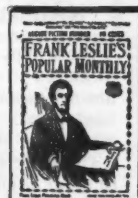
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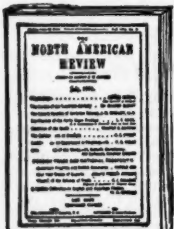
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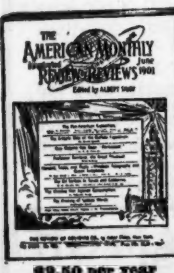
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## Nebraska School Laws not Generally Known.

State Supt. W. K. Fowler, of Nebraska, has recently called attention to some provisions of school laws in his state that are not generally known, understood, enforced, or taken advantage of. Many of them are of general interest; for instance:

One district may be discontinued, and its territory attached to other adjoining districts, upon petitions signed by one-half of the legal voters of each district affected. (Subdivision I, Sec. 4, Fourth Condition.)

The six-mile limit in the formation of school districts has been removed and districts may be formed extending more than six miles in any direction.

District officers must be elected by ballot. The rules cannot be suspended and officers elected by acclamation or *viva voce*. (Subdivision III, Sec. 1; 15 Neb. 444.)

A district board may (and usually should) close the smaller and weaker schools in a district and transport the pupils at public expense to any other school in the district. (Subdivision V, Sec. 4 b.)

Or, a district board may close school and transport pupils at public expense to a neighboring district without forfeiting the state apportionment.

Every person having legal or actual control of any child or children not less than seven nor more than fourteen years of age shall each year cause such child or children to attend (school) for a period equal to two-thirds the number of weeks the school district in which such person may live is required by the laws of the state to maintain a public school. District boards in districts other than city districts may appoint a truant officer. In any case where the district board shall not appoint any person as truant officer, the director shall act as such truant officer. Boards of education in cities shall appoint one or more truant officers. (Subdivision XVI.)

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## The Louisiana Meeting.

Pres. E. A. Alderman, of Tulane university, was the first speaker at the meeting of the Louisiana State Teachers' Association, Oct. 24-25. He made a powerful and witty plea for improvement of the public school system of the state. Among good things said were the following:

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Other speakers were Supt. W. U. Richardson, of Bienville, upon the topic "Influence of Education upon Good Citizenship;" Supt. T. A. Badeaux, of Lafourche, on "How to Secure Good Teachers;" Supt. D. E. Sorelle, of Saline, on "Country High Schools;" Hon. W. S. Frazee, state auditor, who showed what the state is trying to do for elementary education and how the superintendents can help out the state policy.

## Philadelphia School Scandal.

Troubles with the new Randolph S. Walton school at Twenty-eighth and Huntingdon streets, seem to be without end. Councils evidently purchased the site for it without examination or consideration. The board of education protested vigorously against the location as unfit for school purposes; but their protest went all unheeded. Certain interested people were able to force the purchase of that particular site.

A fine school-house was erected upon it, but the shabbiness of the sub-structure has already appeared, and the wisdom of the board of education's protest has been established beyond all cavil. Last week the supposed spring gushed forth and filled the cellar with water. That there was a spring on the site indicates the unfitness of the site for school purposes. The water that has now collected cannot be drained away because the floor of the basement is below the level of the adjoining sewer—a most infelicitous arrangement. The water cannot be pumped dry because the inflow is incessant. Apparently either the school will have to be closed altogether, or the children will all winter long be housed in a building with a dripping basement. That such a building is hygienic hardly any school official will dare to contend.

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### A Military University.

WASHINGTON, D. C.—Plans will probably be submitted to Congress, at its next session, by Secretary Root, for the military university to be started here. It is proposed to erect capacious buildings for the institution at the Washington barracks, which has been used since 1823 as quarters for artillery. The commission having the matter in charge has laid before Secretary Root plans for a broad boulevard along the Anacosta river, connecting the government reservations in the vicinity. It is expected that a large tract of land adjoining the arsenal will be purchased to allow plenty of room for the various buildings to be erected.

### A Paradise for School Boys.

There is a rule of the Memphis, Tenn., board of education which requires that a parent who contemplates allowing his son or daughter to attend a circus performance or any other entertainment in the afternoon shall keep the child at home all day. A short time since occurred the annual circus day. The rule was rigidly enforced, pupils being warned that the boy or girl leaving school at noon, even with the parents' consent, would be indefinitely suspended.

The rule was passed by the board on the ground that the thoughts of the entertainment to come destroys all possibilities of study, and the influence of talk on the subject has a bad effect on the other children. True, perhaps, in a way, but what a paradise for small boys must Memphis be! A whole holiday whenever the circus comes, with all sorts of chances for following parades, peeping under tents, and perchance earning a ticket by helping on the good work of preparation. The members of the Memphis school board certainly remember when they were young.

### Philadelphia Items.

PHILADELPHIA, PA.—There will be a shortage in the night school items of at least \$2,000 by the end of the year. As a consequence the four supervisors whose election is required by the rules of the board of education will not be chosen until after January 1, 1902. Altho the number of night-schools opened this term is less by one-half than last year, the enrollment is several hundred greater, indicating that the demand for post scholastic education is constantly increasing.

### Rare Pictures for a School.

A beautiful gift has been recently received by the Ryerss school in the shape of eight fine pictures. The pictures were purchased by the donors, Mr. and Mrs. Bawn, in Turkey, Egypt, England, and the Holy Land. The pupils of the school are proud of having been entertained at Mrs. Bawn's charming country place, Bureholm, which is soon to be presented to the city of Philadelphia for a public park. The interest of such people as Mr. and Mrs. Bawn in the public schools is most encouraging to school people.

### Earl Barnes to Lecture.

Prof. Earl Barnes is to deliver a course of lectures on "The Moral Development of the Child," at the Normal school, Nov. 1, 8, 15, 22, and 29, and Dec. 6. These lectures are given at the invitation of the Educational club, the Teachers' institute, the Alumnae Association of the girls' high and normal schools, the Alumnae Association of the normal school, the Friends' Teachers' Association, and the Alumni Association of the School of Pedagogy. Professor Barnes could hardly fail to accept so comprehensive an invitation. All who expect to hear him are rejoicing at their good fortune.

### An Indignation Meeting.

A meeting of parents of pupils in the thirty-eighth section was held Oct. 19, to elect a committee of protest to wait upon Mr. Merchant, chairman of the committee on elementary schools. The ground of complaint was that the parents do not approve of the attempt to change the Baker school from a girls' grammar to a mixed school. This change was to be made apparently with the idea that the board of education will at its July meeting amend its regulations so that a woman may be eligible as principal to a mixed school of all grades. Heretofore the primary classes at the Baker have been mixed, but upon being promoted from the fourth grade the boys have been sent to the grammar grades in the Kenderton school.

### Educational Meetings.

Nov. 8-9.—Central Ohio Teachers' Association at Cincinnati.

Nov. 25-27.—Oregon State Teachers' Association at Portland.

Nov. 28-30.—South Central Missouri Teachers' Association at Mountain Grove. President W. H. Lynch.

Nov. 29-30.—Northwestern Ohio Teachers' Association at Toledo.

Nov. 21-30.—Eastern Ohio Teachers' Association at Zanesville.

Nov. 29-30.—Massachusetts State Teachers' Association at Worcester.

Nov. 29-30.—Association of Colleges and Preparatory Schools of the Middle States and Maryland.

Dec. 26-28.—Southern Educational Association, Columbia, S. C.

Dec. 27-30.—Iowa State Teachers' Association, Des Moines. Pres. A. W. Stewart, Ottumwa.

Dec. 30-31.—Nebraska County Superintendents. Lincoln.

Dec. 26-29.—Southern Educational Association, Columbia, S. C. Secretary, P. P. Claxton, Greenboro, N. C.

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## New England.

BOSTON, MASS.—Col. Charles H. Darling, the popular instructor in criminal law in the law school of Boston university, has resigned on account of the pressure of outside work. His place has been filled by Mr. Edward C. Stone, of the Suffolk bar, a graduate of the school in 1900. Mr. Stone is a native of Lexington, and a graduate of the Lexington high school, class of 1894. After three years in a law office he entered the law school.

Captain William Hovgaard, of the Danish navy, has been appointed professor of naval design in the Massachusetts Institute of Technology. He has had unusual experience both as an instructor and in naval construction, as he has visited many of the shipyards of the world in the interest of the Danish government. He has the reputation of being one of the best informed naval constructors in the world, and his coming will add to the strength of the institute.

The New England History Teachers' Association met in Isaac Rich hall, Boston university, on Oct. 18, Prof. E. B. Bourne, of Yale, presiding. The committee appointed to draw up a plan for teaching history in the secondary schools presented its report in the form of a printed syllabus, but the part presented covers only a portion of the ground, as the completed syllabus will make a book of about 350 pages, with four parts, one given to each, to cover ancient, mediæval, and modern European, English, and American history. Its purpose is to render the teaching of history uniform in all the schools. Prof. Edwin A. Start, of the committee, explained the purpose of the plan, which met with general favor. The meeting was followed by a luncheon with Prof. John H. Wright, of Harvard, the guest of the hour.

CAMBRIDGE, MASS.—At the meeting of the school board on Oct. 17, Prof. Frank W. Taussig, of Harvard university, resigned from membership. He had been a member for many years and his resignation was accepted very unwillingly. At the same meeting, Miss Henrietta Rosenmonce was transferred to the Putnam school, and the resignation of Miss Abbie Tay-

lor, of the Thorndike school, and that of Miss Evangeline W. Young, of the Harvard school were accepted.

The registration at Harvard university for the current year shows 4,234 students in attendance, some 200 less than last year. The diminution is in all departments, and about equally. There are 1,971 students in the academic department, 291 in the graduate department, 538 in the law school, 584 in the divinity school, and 602 in the medical and dental schools.

ORONO, ME.—The freshman class in the state university is the largest in the history of the institution, 137, while the largest class previously was ten less.

KITTERY, ME.—Mr. Goody lately resigned the principalship of the high school to accept a position in the Portland high school. Mr. Harry E. Pratt, a member of the senior class in Colby college, has been elected as his successor.

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## Middlesex County Association.

October 25, Tremont Temple was entirely filled. Mr. Randall J. Condon, of Everett, presided, and Mr. Frank W. Chase, of Newtonville, served as secretary and treasurer.

After devotional services, led by Dr. Geo. C. Lorimer, Dr. Edward R. Shaw, of New York university, school of pedagogy, spoke upon the "Transcendent Importance of some Old Notions in Education." In these days when new and untried ideas have infatuated teachers, said Dr. Shaw, it is well to hold strongly to the empirical notions that have stood the test of time. Child study, as usually conducted, is barren of results. So also is the study of the various fads coming under the terms correlation, concentration, and so on. Some heritages from the past we

are in danger of losing, to the detriment of the pupil. One is the idea of giving the pupil plenty of time. Old Samuel Johnson well put the thought when he said, "You can't teach anybody faster than he can learn." Our crowded curricula give the children no time to get their heads, and as a result, there is a general complaint of lack of thoroughness. Then the old notion of the need of individual attention is being lost. Only by such attention can the self-activity of the child be trained. This alone gives mutual grasp. In conclusion, Dr. Shaw spoke of the old recess as an advantage. He also commented upon the present failure in spelling, and he stated that the old system of spelling orally and pronouncing every syllable gave better results since it brought the ear to aid the sight of the word.

## Miss Haley's Address.

Miss Margaret A. Haley, of Chicago, treated of "Revenue and School Extension." She had come directly from Springfield, Ill., where she had been one of the number to appear before the state board of equalization and claim that the franchises of the great corporations should be taxed equally with other property. She was especially elated, since on the day before the supreme court had affirmed the decision of the court of Sangamon county ordering the board to convene and assess the corporations.

Miss Haley began by giving in detail the conditions which led the teachers of Chicago to take hold of the fight for equitable taxation. The salaries of the teachers were raised by the board of edu-

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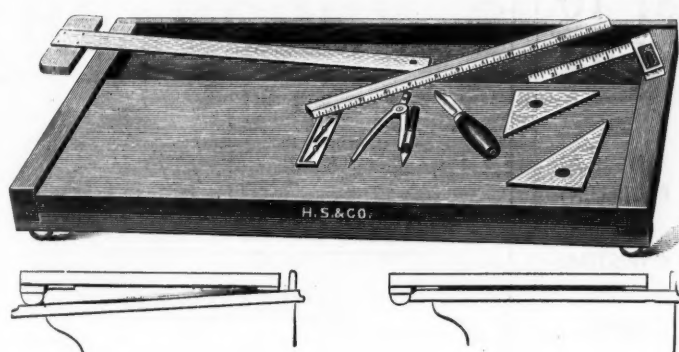
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cation in 1898, so that a teacher who had served ten years should receive \$1,000, a sum less than that received by a fireman or a policeman. In 1899 they failed to receive the increase, being cut off with \$500, on the ground that there was no money to pay the extra amount; and in 1900 the salaries were returned to the same sum as before the increase. The amount for schools was not even sufficient to carry the schools on at the old rates. No help seemed in sight. At this juncture, a brief item in one of the papers suggested that the seven great corporations of the city, enjoying semi-public franchises, were escaping taxation almost entirely. So the teachers began to look up the law and they soon found that it required the taxation of all the property of these corporations to the extent of the market value of their stock and bonds. Yet in the year 1899, the corporations were not taxed at all. Miss Haley detailed the steps taken and their successes and failures until their work had culminated in the decision of the supreme court. The value of the work can not be over-estimated. It consists as much in awakening a sentiment of respect for the law and a determination that it shall be enforced as in the increased revenue of the city. But it will give Chicago money enough to put all public works into good condition.

Miss Haley gave some account of the steps being taken to make Chicago schools the social centers of their sections. Not only is the teachers' federation striving to have the halls of the several schools open for pupils but for all friends as well, day and evening alike. Here all questions are to be considered from the standpoint of education, all differences being laid aside.

Pres. Andrew S. Draper, of the University of Illinois, was the next speaker, and as he began, he congratulated Miss Haley upon the success that the women of Illinois have won, and added that the pity is that there has not been strength enough among the men to do this work.

### Dr. Draper

Dr. Draper's subject was "The Responsibility of Teachers for Inspiration in the School." He started with stating the principle that fruitfulness in education depends upon the inspiration of the pupils. For this reason, the pupil should have much to do that he likes to do, and this gives growth thru the power to do. In this respect, the early schools were ahead of those of the present because they were small, and there was real teaching in them, largely because the teachers were a law unto themselves and could give their time to things that stimulated the pupils.

Dr. Draper holds that as schools are now organized, there is a loss to the pupils because the schools are too large. Teachers do not know the pupils. There is a

loss because of the very fineness of the buildings, and there is a further loss because of the grading. It is far better for pupils to be associated with those older and younger than themselves. There is a tremendous loss thru the leaving out of the reading book of the strong poems that imply action, and the putting in of weak things that imply beauty only. Old time declamations served for intellectual ginger.

The problem, then, is so to mold present conditions as to recover in the pupil the power that is so woefully lacking now. Poetry must be selected that shall arouse the boy. Teachers must assert themselves and show independence in their work. They must show that they are free-born men and women, and not submit to be merely wheels in an educational machine.

### State Supt. Schaeffer.

The afternoon address was given by the State Superintendent of Public Instruction of Pennsylvania Dr. Nathan C. Schaeffer, upon "Thinking in Grades and Grades in Thinking." He showed that there is a power of placing mental pictures so clearly before the intellect that the sounds shall be actually heard, or the colors seen, or the odors perceived, as the objects were actually present. This

power must come, largely, from cultivation and the highest success of the teacher must be found in developing this faculty.

Dr. Schaeffer showed the various grades of thinking. Thinking only by objects is the bottom. Its expression in school is the first grade when the beans or the jackstraws are used to give the idea of number. Its application is seen in the track layer of the railroad. Next comes the power to think in number, as shown in the actual work of arithmetic. Beyond is thought in symbols, as the formula of algebra. Then comes the engineer's power of thought, where idealism enters. The architect must see the whole building in all its form and detail before he allows a spade to be put to earth. And the highest intellectual thought comes in the power to direct, as shown in the superintendence of a great railway. Higher than all else is the power of religious thought. This is expressed by faith, hope, love. The ability to awaken this thought makes the ideal teacher, and this is the sort of work that is never paid for and never can be, save in the affection of the recipients.

At the close of the address, Prin. Wm. L. Eaton, of Concord, was chosen president for the coming year, and Mr. E. H. Nickerson, of Melrose, secretary-treasurer.

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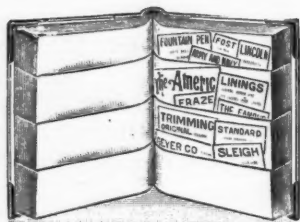
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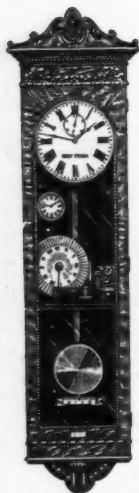
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## Told in Brief.

The present year is the millennial of the death of Alfred the Great. The directors of the Old South work in Boston have improved the occasion by adding to their valuable series of Old South Leaflets two pamphlets illustrating the historical work of King Alfred. One of these is the description of Europe which Alfred wrote as an original contribution in the midst of his translation of Orosius. The other is the account of Augustine in England, from Alfred's translation of the Venerable Bede's Ecclesiastical History of the English Nation. Both leaflets are accompanied by careful historical and bibliographical notes; and, furnished as they are for the mere cost of painting, they should do much to arouse interest in Alfred especially in the schools.

This is what Bishop C. C. McCabe said recently to the students of Northwestern University regarding the subject of hazing: "A hazer is a coward, and his acts should be amenable to law. It is a brutal custom and should be dealt with severely. I sincerely hope the university authorities will place their stamp of disapproval on this practice."

DOYLESTOWN, PA.—Dr. Joseph Krauskopf, president of the National Farm school, has been asked by the secretary of agriculture to send one of the students of the school to Washington, D. C., to take a position in the bureau of soils.

MORRISTOWN, PA.—The meeting of the School Directors' Association was held in this place Oct. 24. Mr. Cyrus Caley, of Upper Merion, presiding. The principal topic under discussion was the important question of "Compulsory Education."

EVANSVILLE, IND.—Supt. Paul Lange, of the deaf and dumb institution maintained by the school board, has resigned his position, and the school will be discontinued.

GLASGOW, SCOTLAND.—The authorities of the Glasgow technical college have received word from Mr. Andrew Carnegie announcing that he will give \$25,000 toward the \$50,000 necessary to complete the required fund, \$150,000, for the improvement of the institution.

CAMDEN, N. J.—At the meeting of the Camden teachers club Oct. 8, Supervisor James E. Bryan, of the city schools, declared himself in favor of getting more male teachers into the system. The pre-

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These leaflets are Nos. 115-122 in the Old South series, which is now so large. They are made up from original documents of the period, and are all accompanied by careful historical and bibliographical notes. Sold for five cents a copy, they place at the service of the schools and the public a most important mass of historical papers not otherwise easily accessible.

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ponderance of female teachers, he asserted, leads inevitably to low salaries and low public esteem for the profession. In Chicago where male and female teachers are found working side by side, the best school system in the country has been evolved.

OAKLAND, CAL.—Mr. S. P. Meads, one of the oldest and best known teachers in the high school has resigned to go into the real estate business. His salary had been reduced along with the salaries of all the other teachers of the school, and he gives as his reason for resigning that he does not need to continue to work for an institution run on so cheap a basis.

SAN FRANCISCO, CAL.—The annual meeting of the School Teachers' Annuity and Retirement Association will take place Nov. 8. Three directors to serve three years each are to be elected, *vice* Mrs. M. Praeg, Miss E. E. Stincen and Mr. T. H. McCarthy.

ITHACA, N. Y.—Prof. Goldwin Smith, of Toronto, who came to pay a visit at Ithaca on his way to attend the Yale bicentennial was taken ill here and was unable to proceed or to return to his home. His illness is of a bronchial nature and is somewhat serious. He would have been the only representative at Yale of the University of Oxford.

#### School Building Notes.

Philadelphia, Pa.—The University of Pennsylvania is to spend about \$1,000,000 upon new buildings and improvements.

Chicago, Ill.—A building for St. Cyril's college, to cost \$75,000, is to be erected after plans by A. F. Hughes.

Austin, Tex.—A deaf and dumb asylum to cost \$40,000.

Detroit, Mich.—The new Hazen S. Pingree school will cost \$45,000. Malcomson & Higginbotham, architects.

Canton, S. D.—Augusta college will have a new building, four stories and basement, of pressed brick and Jasper stone, costing \$25,000. Architects, Omeyer & Thori, St. Paul, Minn.

Massillon, O.—Two new school-houses, to cost \$80,000.

St. Paul, Minn.—A \$40,000 girls' school will be built in 1902 by the state board of control.

Shreveport, La.—A \$75,000 school building will be erected.

South Bend, Ind.—A new high school is planned. Estimated cost, \$75,000.

Sharon, Pa.—A ten-room school-house, to cost \$40,000, will be built.

Waco, Tex.—George W. Carroll, Esq., has given to Baylor university the sum of \$60,000 for a new hall of science.

Rochester, N. H.—A new and handsome high school, costing \$50,000, is in process of erection, and will be ready for occupancy about January 1, 1902.

La Villa, Fla.—A new building for the Staunton institute will be erected.


Colorado Springs, Colo.—One hundred thousand dollars will be expended in extension and improvement of school buildings.

New Orleans, La.—McDonough high school No. 3 is now in process of erection and will be ready for occupancy in September, 1902.

Racine, Wis.—A district school house in the second ward, costing \$30,000, has been authorized. Five plans were submitted, one of which was thrown out of the competition because an alderman received a letter offering him \$500 to push it thru.

Chicago, Ill.—A new eight-room school-house to cost \$45,000 authorized. Also an appropriation of \$10,000 for the completion of the normal practice school.

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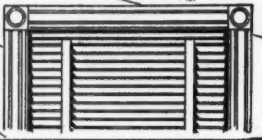


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Our offer last Fall of four prizes for the best four essays by teachers on the "Educational Value of Card Games," as exemplified by the Educational Games we publish, awakened so great interest, and the essays received showed such keen appreciation of the results possible to obtain by playing our games, both in the home and in the school, that we have decided to announce at once another teachers' competition. We offer prizes for the best description of beneficial results secured by actual use of our Educational Card Games, either in the school or among the homes of pupils, as follows: **First prize, \$100; Second prize, \$50; Third prize, \$30; Fourth prize, \$20; and five prizes of \$10 each.**

The essays must not exceed one thousand words in length, and must be mailed *not later than December 31st, 1901*, to THE CINCINNATI GAME Co., Cincinnati, O. No essays postmarked later than December 31st will be considered. Each essay must be marked plainly with the number of words it contains.

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